

Bradford Central PRU

Future House, Education Bradford, Bolling Road, Bradford, West Yorkshire, BD4 7EB

Inspection dates 11–12 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The Bradford Central PRU leaders have brought about rapid improvement across all aspects of its provision since the previous inspection.
- The purposeful learning that prevails across the Bradford Central PRU is a credit to all staff.
- The same high quality of provision is consistent on both sites.
- The Bradford Central PRU's leaders have the trust and support of staff.
- The management committee provide clear strategic direction and set ambitious medium and short-term goals for the management team.
- The management committee does not use the full range of information available to it, including the views of parents and mainstream schools, to assess teachers' performance.
- The management committee holds senior leaders sharply to account for the progress made by students.
- Students enjoy coming to the Central Bradford PRU and this leads to significant improvement in their behaviour and attendance.
- Students' attitudes to learning are greatly improved while at the Bradford Central PRU.
- The quality of teaching over time is never less than good and it is outstanding in most aspects.
- Students make excellent progress from their starting points in reading, writing and mathematics.
- Students' behaviour is managed in a calm, kind and positive manner and learning is rarely interrupted.
- The development of students' social and emotional well-being is outstanding.
- Provision for students' safety at Bradford Central PRU is outstanding.
- Parents are delighted with how their children are cared for and the progress they make.
- The great majority of students re-engage with their learning and are successfully returned to their mainstream school.

Information about this inspection

- The inspection team observed learning in nine lessons and parts of lessons. Most observations were undertaken jointly with senior leaders.
- The inspection team had discussions with groups of students, Bradford Central PRU’s senior and middle leaders, as well as with three members of the management committee. A discussion with two representatives from the local authority was also held.
- The inspection team took into account responses to Bradford Central PRU’s own survey of its parents since there were too few responses to the online survey (Parent View). The 22 responses to the staff questionnaire were also considered.
- The inspection team scrutinised safeguarding information, documents relating to the procedures to check the performance of staff, data on students’ attendance and exclusions, and information showing the progress students make in their learning over time.

Inspection team

Henry Moreton, Lead inspector	Additional Inspector
David Halford	Additional Inspector

Full report

Information about this school

- Bradford Central PRU takes students from the whole of Bradford Metropolitan District and comprises of two separate sites, Aireview and Jesse Street, which are several miles apart.
- Bradford Central PRU provides places for up to 10 weeks for students who have either been permanently excluded from their mainstream school or are at risk of permanent exclusion.
- Since the previous inspection, Bradford Central PRU has received a delegated budget and there has been a significant change in its staffing structure.
- A headteacher now oversees both sites and each has a head of centre, four class teachers, four behaviour support workers and an administrator.
- A higher than average proportion of students is disadvantaged. While many students are supported by the pupil premium, which provides additional funding for students known to be eligible for free school meals and those in the care of the local authority, this money remains with the students' mainstream school. This means that the pupil premium is not received by the Bradford Central PRU.
- The largest group of students are of White British heritage and a few are from Asian British/Pakistani backgrounds.

What does the school need to do to improve further?

- Improve performance management by:
 - drawing on a wider evidence base to improve the assessment of teachers' performance using all the information now available.

Inspection judgements

The leadership and management are outstanding

- Bradford Central PRU's leadership and management are outstanding across both sites. The two separate sites are attractive and stimulating environments for learning.
- The process of self-review of the PRU's performance is rigorous. Critical review is exceptionally well-supported through independent consultancy, while the local authority gives strong strategic direction.
- The areas for improvement at the previous inspection have been comprehensively tackled.
- The whole staff is a cohesive unit as a result of the expert leadership of the headteacher.
- Senior leaders provide firm and sensitive day-to-day management of their centres.
- Senior leaders are very well supported by middle managers, who work effectively across both sites, offering leadership in teaching and learning, in English and mathematics.
- Bradford Central PRU has established very positive links with other schools and PRUs, as well as with other agencies. The Police Youth Officer is having a particularly strong impact on students' social development.
- Students are prepared well for life in modern Britain through the Bradford Central PRU 'Charter'.
- Students who disengage for short periods are speedily brought back to their learning because Bradford Central PRU's policies are applied consistently and students very quickly learn to respect what the staff are doing for them and get back on track.
- As one parent reported, *'My child is doing well since leaving BCPRU and that is thanks to all the staff for their belief in him. Thank you so much.'* Bradford Central PRU rigorously assesses students' academic performance and pastoral needs on entry as well as exit. It assesses their performance on a weekly basis and also tracks students for some time after they leave and return to mainstream school.
- Bradford Central PRU promotes equality of opportunity well by taking in girls and boys who are struggling to maintain their education and speedily turning them around, so that the great majority successfully return to their mainstream schools.
- Bradford Central PRU tackles discrimination robustly when it occurs. The recording of any racial incidents for instance, which are rare, is meticulous and incidents dealt with immediately through appropriate sanctions. Intolerance and bad language are not permitted and these too are firmly tackled.
- Students know the rules about conduct and behaviour and with very few exceptions stick to them.
- During the inspection, expert visitors gave presentations on the dangers of electricity and the dangers of possessing knives. All students listened respectfully to both speakers, asked sensible questions and contributed to the discussions.
- Bradford Central PRU's leaders are not complacent, and in partnership with the local authority, ensure that the institution has a strong capacity for further improvement.
- **The governance of the school:**
 - Governance of Bradford Central PRU has improved since the previous inspection.
 - The management committee have a completely accurate view about Bradford Central PRU's performance, including the quality of teaching and learning over time.
 - Members of the management committee bring a high level of expertise to the role and are very clear about the direction of travel.
 - The management committee's use of its delegated budget is well considered. The re-structuring that has taken place since the previous inspection has moved forward at a pace.
 - This step change is marked and the management committee has been the key driver along with the local authority. As a result, both sites now work as one.
 - The management committee has a good system to check the performance of staff and this rewards good teaching and addresses underperformance. The process is robust and takes into account the quality of teaching and learning over time but there is potential to broaden the evidence base to include even more indicators of performance.
 - Safeguarding policies and procedures meet current requirements.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of students is outstanding.
- The vast majority of parents feel that their children's behaviour and attendance has improved since attending the Bradford Central PRU and in some cases significantly so.
- Despite the very high level of needs of all students, all learning observed during the inspection was characterised by students' positive attitudes. In most of the lessons observed by inspectors, students' behaviour was outstanding because they learn how to better manage it.
- On both sites, inspectors saw nothing but a calm and peaceful environment both in classes and around the building, including at social times.
- Staff report that there are some instances of inappropriate behaviour but all agree that these are consistently dealt with by all staff, with the support of senior managers as necessary. As a result, disruption to learning is minimal and other students are unaffected.
- Students spoken with by inspectors are clear about what is being done for them to enable their return to mainstream education and are motivated to improve their behaviour.
- Students respond to the many opportunities provided. They enjoy being 'reading ambassadors' in local primary schools and developing their art and cooking skills during the after-school clubs.
- Inspectors were extremely impressed by student's attitudes when observing the weekly chess sessions, where all students spend up to an hour learning and playing chess with each other and staff. These are special moments and contribute hugely to students' social development.
- Attendance is average and continues to improve. For many students it is a significant improvement on previous attendance patterns. Attendance is outstanding for some, while for others it is good. However, for a handful of students attendance remains inadequate in spite of robust steps taken by the staff to address the issue.
- Punctuality is good both to school and to lessons.
- The level of exclusion is very low, and has fallen since the previous inspection.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Typically, one parent reported, '*He was able to appreciate the time and effort that staff took in ensuring that he was heard and made to feel safe.*'
- All staff are well trained to secure the safety of students as a result of regular training in de-escalation techniques.
- Incidents that require physical intervention are minimal.
- The inspector who spoke with two groups of students was struck by the high levels of trust they have in the staff.
- All of the staff who responded to the questionnaire agreed unequivocally that students are safe in the Bradford Central PRU.
- There are low rates of bullying, as a result of focused prevention work, often led by the Police Youth Officer who makes a notable contribution in securing students' well-being.
- Parents and the students' mainstream school receive a weekly progress report which includes any areas of concern.

The quality of teaching is outstanding

- Teaching over time is outstanding so that students make at least good progress academically during their time at Bradford Central PRU.
- The quality of teaching has improved since the previous inspection.
- Accurate assessment of students' attainment on entry and at the seven week review stage, as well as end of unit assessments, enables teachers to track the progress of students' precisely and plan next steps.
- In the books scrutinised by inspectors, the academic achievement of all students was at least good, and sometimes outstanding.
- Students' behaviour and attitudes to learning were outstanding in the learning sessions seen.
- The teaching of reading, writing and number is outstanding, as is the teaching of personal and social skills.

- Over the 10 weeks students typically attend, they make great strides improving their literacy and numeracy skills. In the great majority of cases, the success students have re-engages them in learning.
- Every morning every student is taught English and mathematics in a way that interests and challenges them, thus holding their attention and this is complemented by regular reading through the week.
- The amount of written work covered in English and mathematics in such a short period of time is exceptional.
- Many students make good progress in art and design, as seen in the many high-quality displays in both sites. They also make good progress in physical education, as a result of the opportunities to participate in a wide range of sporting activities, some of which are in competitive environments and that contribute to students' social and moral development.
- The most able students make outstanding progress and improve their behaviour and social development because of the close supervision of the behaviour support workers, who support teachers in all eight classes, and make a major contribution to these outcomes.
- All staff tackle issues consistently and this is a significant improvement since the previous inspection. The result is that students know exactly what to expect and most respond very positively.
- Home-school communication supports parents in helping their children. Systems to chase up absence and poor behaviour are robust.
- Students respond maturely to the opportunities regularly given to them to assess their own academic progress, and that of their peers.
- Students' presentation of work is good because they know exactly what is expected and that their work will be checked on a daily basis, ensuring it is completed.
- The marking of students' work is high quality. Praise and rewards are used appropriately and students know how they can improve further.

The achievement of pupils

is outstanding

- Students' attainment on entry to Bradford Central PRU is below that typical for their age, usually because of their behavioural difficulties, and often poor attendance in their previous schools.
- During their time at Bradford Central PRU all groups of students achieve extremely well.
- The needs of disabled students and those who have special educational needs are very well addressed and they make outstanding progress.
- The great majority of students return successfully to mainstream schools as a result of Bradford Central PRU's outstanding provision.
- Bradford Central PRU tracks students for some after their return to mainstream and as a result of their changed attitudes to learning and improved behaviour, the great majority are able to sustain their improvement. The behaviour support workers in each class make a significant contribution to this change in attitudes and behaviour.
- Progress is outstanding in reading and in students' behaviour, personal and social development.
- From their starting points at Bradford Central PRU, progress made by all students is at least good in writing and mathematics and for most students it is substantial.
- Although the management committee do not manage any pupil premium funding, they ensure the disadvantaged students achieve as least as well as others. Their attainment is sometimes low like others, but their academic progress from their starting points is at least good and often outstanding. Their behaviour improves significantly in line with all other students.
- Progress is also at least good for the most able students because of teachers' high expectations and the excellent support they receive from the behaviour support workers. For the most able students, their progress is rapid in reading, writing and mathematics.
- White British and British Asian/Pakistani students make outstanding progress.
- Students' social and moral development is outstanding. A typical comment being, 'It made me realise what I have done wrong and I really want to go back to school and be good.'
- Students' spiritual, moral, social and cultural development is developed very well through Bradford Central the PRU's 'Charter'. During the placement, all students are given the opportunity to experience a range of activities, including visits to an emergency service and a local museum.
- Students' personal safety is improved by Bradford Central PRU's provision to make them aware of the dangers of drugs and alcohol, and about sexual exploitation.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	133411
Local authority	Bradford
Inspection number	449501

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	55
Appropriate authority	The governing body
Chair	Brent Fitzpatrick
Headteacher	Trevor Loft
Date of previous school inspection	2 May 2012
Telephone number	01274 585318
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