

The New Broadwalk PRU

Inspection report

Unique Reference Number	132741
Local authority	Salford
Inspection number	381469
Inspection dates	5–6 October 2011
Reporting inspector	Marian Thomas

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	11–14
Gender of pupils	Mixed
Number of pupils on the school roll	12
Appropriate authority	Local Authority
Chair	Stephen Cohen
Headteacher	Debbie Ramsay
Date of previous school inspection	29 April 2009
School address	51 Belvedere Road Salford M6 5EJ
Telephone number	0161 778 0920
Fax number	0161 737 6736
Email address	debbie.ramsay@salford.gov.uk

Age group	11–16
Inspection date(s)	5–6 October 2011
Inspection number	381469

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2011

Introduction

This inspection was carried out by one additional inspector. The inspector observed nine lessons taught by nine teachers. Meetings were held with groups of students, members of the management committee, teaching staff, a local authority officer and the headteacher. The inspector observed the work of the unit and looked at teachers' planning for lessons, school leaders' development plans and samples of students' work. The inspector also took into account the views of six parents and carers who returned questionnaires to the inspection team.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress made by all students.
- The improvement in attendance of students.
- The effectiveness of health, safety and welfare documents produced by the school.
- The work of the management committee.

Information about the school

New Broadwalk Pupil Referral Unit is a small unit which provides for students who have been permanently excluded from secondary schools. It also makes provision for a small number of students who spend up to a term away from their secondary schools to improve their classroom and learning skills. The unit's objective is to return students to mainstream or specialist education as soon as possible. The average stay at the unit for permanently excluded students is eight months. Students attend from across the borough and there are more boys than girls. A small number of students are in the care of the local authority and a very small number are from minority ethnic groups. The majority of students have behavioural, emotional and social difficulties. A small number of students have a statement of special educational needs and a further two are being assessed for statements. The number of students known to be eligible for free school meals is above average. The unit has recently been awarded Healthy School status.

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?

2

The school's capacity for sustained improvement

2

Main findings

The New Broadwalk Pupil Referral Unit is a good unit. The good standard of care, guidance and support and the success with which their behavioural and learning needs are met enable students to make good progress, both personally and academically. Parents' and carers' views are reflected well in the comment: 'For the first time my child wants to go to school'.

The leadership team has high expectations of what students can achieve and delivers the quality of provision necessary for them to do so. Self-evaluation of the unit's effectiveness is good. Because school staff are so good at supporting the complex behavioural needs of students, barriers to learning are minimised and students achieve well. The unit has made good progress since the last inspection, sustaining its good levels of provision and making improvements in several areas. For example, achievement in science has improved year on year and students have developed a much greater understanding of life outside the United Kingdom through exciting new international school partnerships. This continuous level of improvement demonstrates clearly that the unit has good capacity to improve further.

Many of the students arriving at the unit have lower than average attainment because of significant gaps in their learning. As their self-esteem grows within the nurturing environment of the unit, they re-engage with learning. Most students enjoy school and are clear about how to stay healthy and safe. Behaviour is good overall because students learn how to control their emotions and make the right choices. As a result of effective transition arrangements, students are well prepared for a return to mainstream school or alternative provision. Attendance is broadly average and improves significantly for many students when they join the unit. However, the attendance of the most vulnerable students does not always increase as much as others. Senior leaders are aware that there is work to be done in this area, particularly through developing closer links with the education welfare service and a small minority of parents and carers.

The majority of teaching is based on good assessment of students' learning needs and, as a result, all groups of students make equally good progress. However, in some English lessons planning for learning is insufficiently well focused, because assessment data are not used sufficiently well. Consequently, learning does not match the needs of all students and less progress is made. The curriculum is good. It is closely tailored to meet the needs of each student and offers a range of

exciting enrichment activities.

What does the school need to do to improve further?

- Improve the attendance of the most vulnerable students by:
 - working more closely with the educational welfare service
 - developing stronger partnerships with harder-to-reach parents and carers.

- Improve overall achievement in English by:
 - ensuring assessment data are used effectively to plan for the individual needs of each student.

Outcomes for individuals and groups of pupils

2

The majority of students attend the unit for a short period of time. The levels at which they are working when they arrive are generally lower than those expected for their age. This is often because of previous low patterns of attendance and a lack of skills for learning such as being able to sit down and listen. Attainment for those that attend for a significant period of time is broadly average by the end of Key Stage 3. This, taking into account their learning and behavioural needs, represents good progress and achievement for many students including those with special educational needs and/or disabilities.

Behaviour is good both inside and outside lessons, largely because students respond positively to their personal learning programmes and the high expectations of staff. They also begin to develop better attitudes to learning, for example how to listen and concentrate in lessons. These important skills enable students to work consistently and achieve well across the curriculum. This was demonstrated well in a good mathematics lesson. Students, at the beginning, were not confident at consistently recognising even small value numbers. By the end of the carefully planned and very well structured lesson their confidence and understanding had grown and they were reliably able to identify numbers in the millions. This good level of academic progress, coupled with their obvious enjoyment and enthusiasm, confirmed how much progress in personal development and attitudes to learning many of these students had made in a relatively short time.

Through the work of effective partnerships with health care professionals, the youth offending team and the police, students learn to feel safe. They know that staff are always there to support and guide them to make safe choices. They say they enjoy their time at the unit. A comment by one student sums up the feelings of many: 'I'm looking forward to moving back to my mainstream school because I feel ready now. Staff here understand me and have helped me to understand school better.' Through participating in a wide range of sporting opportunities and healthy eating options offered, students develop a good understanding of what constitutes a healthy lifestyle. Students make a good contribution to the community within and outside school by listening to and appreciating the needs of others. For example, students regularly act as mentors for pupils in local primary schools. Students' good overall spiritual, moral, social and cultural development is seen in the way in which they

react to each other and take care of the environment. Through outside visits and links with other schools, students develop an awareness of communities beyond those represented in the immediate locality.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The majority of teachers in the unit use assessment information effectively to set achievable targets for students. Students' work is marked regularly and good guidance is given on how improvements can be made. As a result, students are clear about how to improve their work, which helps to ensure they make good progress. Lessons are planned conscientiously and, in the majority, good attention is given to ensuring work is modified to meet the different needs of students within the class. However, in a number of English lessons assessment information is not used well and planning is insufficiently focused on the needs of all learners. In these lessons progress is slower. There are few support staff so qualified teachers regularly assist in lessons and ensure a good level of support, particularly for the most vulnerable. All teachers have high expectations of students' behaviour and this, coupled with strong relationships, ensures students engage with learning well.

The curriculum is well organised and imaginatively enhanced by many visits and activities away from the classroom which develop students' independence and self-esteem. Curriculum opportunities are securely focused on the needs of individual students and staff are creative in ensuring students have access to as many different opportunities as possible in order to broaden their horizons. For example, students spend a day a week at an external provider on a high-quality work-based programme which enables them to develop a wider perspective on the world of work.

As a result of good care, guidance and support, students feel there is always someone who will listen and help. A thorough assessment is undertaken when students arrive at the unit, which is used to target support effectively. Attendance has been low in the past. It is currently rising rapidly as a result of an array of

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

actions. However, there remains a small group of vulnerable students whose attendance is not as good as it should be. Staff are aware of the problem and have taken suitable action. Partnerships with parents and the education welfare service are not all entirely robust in respect of attendance although very recently introduced strategies have already led to improvements.

These are the grades for the quality of provision

The quality of teaching	2
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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The high-quality leadership of the acting executive headteacher and acting head teacher has moved the unit forward well, ensuring good outcomes for students on a well-controlled budget. This, coupled with good-quality partnerships with most outside agencies, is driving improvement further. The majority of the members of the management committee have relevant skills, knowledge and understanding and offer a satisfactory level of support and challenge to senior leaders. Policies and procedures ensure all safeguarding requirements are met and that practice is of a satisfactory standard. As a result, safeguarding issues are dealt with effectively by unit leaders. This was clearly seen during the inspection when minor safeguarding issues raised were rectified immediately. The senior leadership team and staff have ensured that the unit is an inclusive community. Systems to promote equality of opportunity and tackle discrimination within the unit are good. The unit leaders work successfully to eliminate any gaps in the performance of different groups of students.

Leaders have built successful partnerships with a range of organisations which benefit students and the local community, including participation in local events. Links with other schools and communities through the unit’s international school status have promoted community cohesion well and helped to develop students’ good understanding of life in a multi-ethnic society. For example, close links with two schools in Mexico have resulted in students exchanging information and developing an interest in Mayan art and food. Staff make much effort to engage parents and carers and ensure they are kept well informed about their child’s successes. An example of this could clearly be seen through the direct involvement of parents in students’ individual target setting and monitoring. However, there remains a small group of parents who have yet to engage fully with the unit.

These are the grades for the 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	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	3

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	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Six responses were received by the inspection team from parents and carers. This represented approximately half of the students who are on the unit's roll. Taking into account the diverse nature of the unit's population this represented a good response rate. The vast majority of questionnaires were positive and supported the work of the pupil referral unit.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The New Broadwalk 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 six completed questionnaires by the end of the on-site inspection. In total, there are 12 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	3	50	2	33	0	0	1	17
The school keeps my child safe	4	67	2	33	0	0	0	0
The school informs me about my child's progress	4	67	2	33	0	0	0	0
My child is making enough progress at this school	4	67	1	17	0	0	0	0
The teaching is good at this school	5	83	1	17	0	0	0	0
The school helps me to support my child's learning	5	83	1	17	0	0	0	0
The school helps my child to have a healthy lifestyle	3	50	3	50	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)	4	67	2	33	0	0	0	0
The school meets my child's particular needs	4	67	2	33	0	0	0	0
The school deals effectively with unacceptable behaviour	4	67	2	33	0	0	0	0
The school takes account of my suggestions and concerns	4	67	2	33	0	0	0	0
The school is led and managed effectively	4	67	2	33	0	0	0	0
Overall, I am happy with my child's experience at this school	4	67	2	33	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



7 October 2011

Dear Students

Inspection of The New Broadwalk PRU, Salford, M6 5EJ

Thank you very much for making me feel so welcome when I inspected your school. It was lovely to meet you all. It was good to hear how much most of you enjoy coming to school. I want to send a special 'thank you' to those of you who gave up time to talk to me, and particularly those who taught me such a lot about local history. I agree with those of you that told me that you think your school is good. These are the things I judged to be particularly good.

- The friendly and polite welcome you all give to visitors.
- The good way in which staff care for you and help you to make future choices.
- The way in which many of you work hard to turn yourself around to make a new start in mainstream school.

In order to make your school even better we have asked your headteacher and teachers to:

- ensure that the work you are asked to do in English lessons matches your ability and helps you to make progress
- ensure that all of you attend as often as you can.

I want to wish you all good luck in the future, particularly those of you who are returning to your mainstream schools soon. I also want to remind you that now you are older you too can help your parents and teachers by making sure you get yourselves organised and come into school on time every day.

Yours sincerely

Marian Thomas
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.