

# Bridgeview

## Inspection report

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|--------------------------------|----------------------------|
| <b>Unique Reference Number</b> | 134633                     |
| <b>Local authority</b>         | Kingston upon Hull City of |
| <b>Inspection number</b>       | 381705                     |
| <b>Inspection dates</b>        | 25–26 January 2012         |
| <b>Lead inspector</b>          | Marian Thomas              |

This inspection of the school was carried out under section 5 of the Education Act 2005.  
The inspection of residential provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

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|--|------------------------------------|
| <b>Type of school</b>                      | Special                            |
| <b>School category</b>                     | Community special                  |
| <b>Age range of pupils</b>                 | 7–16                               |
| <b>Gender of pupils</b>                    | Mixed                              |
| <b>Number of pupils on the school roll</b> | 77                                 |
| <b>Appropriate authority</b>               | The governing body                 |
| <b>Chair</b>                               | Steve Graham                       |
| <b>Headteacher</b>                         | Gill Garnett                       |
| <b>Date of previous school inspection</b>  | 16 September 2008                  |
| <b>School address</b>                      | Ferriby Road<br>Hessle<br>HU13 0HR |
| <b>Telephone number</b>                    | 01482 640115                       |
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| <b>Email address</b>                       | ggarnett@bridgeview.hull.sch.uk    |

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|--|-------------|
| <b>Boarding provision</b>                  | Bridgeview  |
| <b>Social care Unique Reference Number</b> | SC055795    |
| <b>Social care inspector</b>               | Robert Curr |

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|---------------------------|--------------------|
| <b>Age group</b>          | 7–16               |
| <b>Inspection date(s)</b> | 25–26 January 2012 |
| <b>Inspection number</b>  | 381705             |



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## Introduction

### Inspection team

Marian Thomas  
Anthony Kingston

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 11 teachers in 16 lessons, four of which were joint observations with the headteacher. Meetings were held with groups of pupils, the representatives of the governing body and school staff, including senior managers. The inspectors observed the school's work and looked at a number of documents, including the school development plan, the safeguarding and equality policies, and minutes of the governing body's meetings. They observed reading activities in two classes and analysed 20 parents' and carers' questionnaires. The lead inspector took account of the online questionnaire (Parent View) in planning the inspection. They also analysed other questionnaires completed by pupils and staff.

## Information about the school

Bridgeview is a maintained special school which provides day and residential education for pupils in Key Stages 1 to 4 who have behavioural, social and emotional difficulties (BSED). Each pupil has a statement of special educational needs and the majority are of White British heritage. Many join the school at times other than at the usual times. Of the 77 pupils on roll only five are girls. Currently, 33 pupils access the boarding provision in seven dormitories and 13 pupils are in the care of the local authority. Pupils who attend come from Kingston upon Hull and neighbouring authorities. There are plans to relocate the school's boarding provision to a newly built school in 2013.

**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

|                                       |          |
|---------------------------------------|----------|
| <b>Overall Effectiveness</b>          | <b>2</b> |
| <b>Achievement of pupils</b>          | <b>2</b> |
| <b>Quality of teaching</b>            | <b>2</b> |
| <b>Behaviour and safety of pupils</b> | <b>2</b> |
| <b>Leadership and management</b>      | <b>2</b> |

## Key Findings

- Bridgeview is a good school. The complex behavioural needs of learners are skilfully met and pupils make good and often accelerated progress academically. A caring ethos coupled with outstanding provision for pupils' spiritual, moral, social and cultural development enables pupils to make good gains in their personal development. This ensures pupils are well prepared for future life. Within the boarding provision all national minimum standards are met and the provision is of an outstanding quality.
- Pupils joining the school are often working at a level lower than that expected for their age. Because their needs are effectively met, the majority of groups make equal progress and overall achievement is good. However, a very small number of pupils who have autistic spectrum disorder (ASD) do not make as much academic progress as others. This is largely because classroom environments are insufficiently well adapted.
- Behaviour is good and pupils have a good understanding of keeping safe. Pupils respond particularly well to the consistent approach of all staff including those in the boarding provision. This results in a calm and generally harmonious environment throughout the school as evidenced by the continuing reduction in recorded incidents of difficult behaviour. The attendance of a very small number of the most vulnerable pupils remains low.
- Good teaching is based on teachers' accurate understanding of the curriculum and the effective use of detailed assessment information in the majority of lessons. However, there are some inconsistencies as, in a small number of lessons, learning does not match the needs of all pupils well and progress slows. Teaching assistants provide skilled support in lessons.
- Leadership and management are good and continue to improve. The school is a cohesive community where all are valued. The safety of all pupils is at the heart of the school's ethos. Risk assessments are regularly undertaken. Parents and carers overall are exceptionally pleased with the provision made for their children.

## What does the school need to do to improve further?

- Accelerate the achievement of pupils with autistic spectrum disorder by ensuring that classroom environments are more effectively organised to meet the specific needs of these pupils.
- Improve the overall consistency of teaching by:
  - ensuring that learning matches the needs of pupils in all areas of the curriculum
  - improving the quality of planning for learning in a small minority of lessons.
- Improve the attendance of a small number of the most vulnerable pupils.

## Main Report

### Achievement of pupils

Inspection findings endorse the views of all parents and carers that their children are making good progress. Pupils joining the school are often working at levels lower than those expected for their age. This is because of gaps in their learning, often due to their complex emotional and behavioural difficulties. Added to this, many also have additional needs such as moderate learning difficulties. Once they settle into the nurturing and supportive environment of the school, barriers to learning are minimised and the majority of groups make equally good progress. While this represents good achievement overall, progress for a small number of pupils with autistic spectrum disorder is less good. This is because the classroom environment in some lessons is not sufficiently well adapted to meet their needs. In lessons pupils' learning is good and they respond well to their individual learning programmes. These enable them to access the well-organised and enriched curriculum. School leaders recognise that pupils' literacy and numeracy skills are often low on entry to the school. As a result of well-targeted intervention strategies many pupils are now making accelerated progress in reading and mathematics. This could clearly be seen in a mathematics lesson where Key Stage 4 pupils were learning about the probability of an event happening. While pupils found the concept difficult at the start, the high level of engagement and the tenacity with which they continued to apply their skills was admirable. As a result, their confidence grew and, by the end of the lesson, they were able to demonstrate what they had learnt well. This was impressive, taking into account their additional learning needs, and represented accelerated progress for these students. Staff set challenging learning targets for pupils throughout the school and the majority make good progress towards these.

Pupils join the school at different points in their school career and many remain until the end of Key Stage 4 where they are successful in completing an increasing number of qualifications and accreditations. This, combined with the high level of personal challenge within the exciting and varied curriculum, contributes to pupils' outstanding spiritual, moral social and cultural development and their highly successful transfer to further education and/or the world of work.

## Quality of teaching

The assessment of pupils' needs in the majority of lessons is rigorous and informs planning for learning well. This could clearly be seen in a very well-organised mathematics lesson in which pupils in a mixed-age Key Stage 3 class were learning how to group data appropriately. The calm and industrious atmosphere in the classroom was clearly linked to the pupils' obvious enjoyment of the task and the strength of the relationships with staff. The wide span of ability was managed particularly effectively by the teacher, who frequently referred pupils to their target levels, giving continuous encouragement of how to achieve and, in one case, exceed these targets. As a result, all pupils made good or better progress. Reading and writing activities are appropriately planned and much effort is made to develop pupils' communication skills at all levels. The vast majority of teachers plan lessons conscientiously and have high expectations of what pupils can achieve. The curriculum is well organised and personalised to meet the needs of all learners. However, very occasionally, planning for learning lacks consistency and, as a result, pupils finish work too quickly or a lesson overruns in time and the end is rushed. When this happens, learning slows. Teaching assistants' time is planned effectively and pupils throughout the school are well supported and learning time is maximised. Staff in the boarding provision link very closely with school staff and the extended school day promotes learning well. Teaching also has a positive impact on the development of pupils' cultural awareness, for example through visits by African and European music and drama groups and the celebration of festivals and events from cultures other than pupils' own. This contributes exceptionally well to furthering pupils' understanding of other communities and has contributed to their excellent spiritual, moral, social and cultural development.

The majority of classrooms are organised well, with vibrant displays contributing to learning. The management of pupils' complex social, emotional and behavioural needs is excellent and, as a result, pupils show good attitudes to learning. All parents and carers who responded to the inspection questionnaire agreed with the inspection findings and felt teaching was good. A comment made by one sums up the views of the majority: 'Bridgeview is a fantastic school. My child has never been so happy at school before.'

## Behaviour and safety of pupils

Parents and carers feel that pupils' behaviour at school is good and they are kept safe. The inspection team found the behaviour of the majority of pupils to be impeccable, despite their high level of behavioural and emotional needs. Pupils' behaviour in the boarding provision mirrors that of the school. This is because the boarding and teaching staff work closely together and help pupils to make great strides in managing their behaviour. Pupils say behaviour is good for the majority of the time and they are well aware of what to do if they encounter difficulties with others. This tolerant and empathetic approach helps staff to reduce interruptions to learning in the classroom. There have been few exclusions since the last inspection. Pupils care for each other and support each other well, particularly the most vulnerable. They respond exceptionally well to the provision for their spiritual, moral, social and cultural development. Through taking part in clubs, visits, work experience and personal, social and health education they are well prepared for the next phase in life. Pupils say they feel safe in school and the majority are developing a good understanding of right and wrong, and the needs of others. Pupils say that instances of bullying occasionally happen but are dealt with quickly and effectively by staff. For most groups of pupils attendance is improving year-on-year and in the vast majority of cases improves dramatically when pupils join the school. However, attendance for a very small group of the

most vulnerable pupils remains low despite the close partnership between school and the educational welfare service. School leaders are aware of these pupils' problems and are continuing to look at innovative ways of improving their attendance, such as working with the probation service and youth offending team.

## **Leadership and management**

The exceptionally skilful leadership of the headteacher, supported by senior leaders, has moved the school forward significantly since the last inspection, ensuring good outcomes for pupils and improving the boarding provision to an outstanding standard. This, coupled with effective partnerships developed with a myriad of outside organisations, is driving improvement further. Systems used to track pupils' progress and set targets for learning have been improved significantly since the last inspection. Self-evaluation is accurate and staff are clear about what is needed to raise attainment further. This demonstrates the school's good capacity to improve further. Professional training for teachers, support and administration staff is used effectively to raise attainment.

Members of the governing body have good levels of skills, knowledge and understanding and are not afraid to challenge senior leaders. Through their frequent visits to school they have developed a good understanding of the day-to-day running of the school and offer a good level of support and challenge to senior leaders. Leaders, managers and the governors ensure policies and procedures for safeguarding are met and that practice is of a good standard. Risk assessments are undertaken regularly and are recorded effectively. The senior leadership team and staff have ensured that the school is a highly inclusive community. Systems to promote equality of opportunity and tackle discrimination within the school are good and, as a result, successfully eliminate any gaps in the performance of the majority of groups of pupils. The curriculum is good and is matched well to pupils' needs. The recent focus on literacy and numeracy has seen an upward trend in attainment. Enrichment activities in both the school and boarding provision have contributed extremely successfully to the school's outstanding provision for pupils' spiritual, moral, social and cultural development. Leaders have built highly successful partnerships with a range of organisations which benefit pupils. For example, regular work with dance and music groups develops pupils' confidence and social skills. Strong links with the local community help to develop pupils' understanding and respect for other communities. The school is very successful at engaging parents and carers. They are kept well informed about their children's progress and the majority are highly supportive of the work of the school.

## **Residential provision**

The overall effectiveness of the boarding provision is outstanding. Pupils benefit enormously from their residential experience and the excellent individual support they receive. Comments from parents and carers regarding the residential provision are extremely positive. These include, 'My son has come on in leaps and bounds', and, 'The staff have such a positive attitude and are inspired'

Excellent provision is made to develop pupils' life and social skills, thereby supporting their educational progress. Clear placement plans detail assessed needs and are regularly reviewed to ensure pupils receive the support they need. Pupils are provided with healthy and nutritious meals offering choice and variety. Mealtimes are organised, social occasions and encourage the development of independence and social skills. Although the residential

accommodation is old, it is pleasantly decorated and clean and provides a welcoming environment. Displays of pupils' art work further contribute to the creation of a pleasant environment.

Pupils' safety and well-being are placed at the heart of the school. The designated child protection officers have strong links with other professionals concerned with safeguarding children, ensuring practice at the school remains current. Pupils are effectively supported to develop appropriate behaviour through the use of positive handling plans, reflective discussions and supportive strategies. There is use of closed-circuit television cameras within the building. The use of this equipment is not fully assessed or understood by the staff to demonstrate why there is a need for it. However, its use does not intrude on the privacy of students.

The purpose and benefits of the residential provision are positively promoted across the school community. There is a strong commitment to its continuing improvement. Established and effective monitoring systems and consistent self-evaluation also support the school's development. Internal monitoring reports from a designated governor are used effectively to drive improvement.

Staff are competent, highly committed and fulfil their roles and responsibilities effectively. All staff have access to excellent support, guidance and training to assist them in their work. Established systems are in place for the regular review of staff performance. There is excellent communication with parents, carers and other professionals. Staff regularly update parents and carers on their children's progress, medical matters and any concerns. Home visits, school-based meetings and events support work with pupils and increase the involvement of parents in the school community.

The residential community is highly inclusive; pupils integrate well and form positive relationships between themselves and staff. Pupils are supportive of one another and greatly enjoy their residential experience. Excellent work continues to be undertaken to promote tolerance and respect across the school community and beyond to enable pupils to understand and appreciate the differences of others. The recommendations from the previous inspection have been successfully addressed. The school meets the national minimum standards for residential special schools.

## National Minimum Standards

The school meets the national minimum standards for residential special schools.

*These are the grades for the residential provision*

|  |          |
|--|----------|
| <b>Overall effectiveness of the residential experience</b> | <b>1</b> |
| Outcomes for residential pupils                            | 1        |
| Quality of residential provision and care                  | 1        |
| Residential pupils' safety                                 | 1        |
| Leadership and management of the residential provision     | 1        |



## 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

|                      | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
| Type of school       | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 46  | 46   | 8            | 0          |
| Primary schools      | 8   | 47   | 40           | 5          |
| Secondary schools    | 14  | 38   | 40           | 8          |
| Special schools      | 28  | 48   | 20           | 4          |
| Pupil referral units | 15  | 50   | 29           | 5          |
| All schools          | 11  | 46   | 38           | 6          |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

|                            |   |
|----------------------------|---|
| Achievement:               | the progress and success of a pupil in their learning and development taking account of their attainment.   |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.  |
| Behaviour                  | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.   |
| Capacity to improve:       | the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:     | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.  |
| 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. |
| Safety                     | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.             |

**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.**



27 January 2012

Dear Pupils

### **Inspection of Bridgeview, Hessle, HU13 0HR**

Thank you very much for making us feel so welcome when we inspected your school. It was lovely to meet you all. It was good to hear how much you value your school and how much you enjoy lessons. We want to say 'thank you' to those of you who gave up your time to talk to us and tell us how much you enjoy school. We also want to say a special 'thank you' to the two boys who asked to see us to explain how much they appreciated what the school had done for them as well as to share their worries for the future. We agree with those of you who told us that you think your school is good. These are just some of the things we particularly enjoyed:

- the really friendly and polite welcome you all give to visitors
- the way in which staff care for you and help you to make future choices
- the way in which you are all so caring and helpful towards each other and enjoy working together
- the hard work you put into learning and overcoming your problems.

We have asked your teachers to do three things to improve your school even more and we think you can help to achieve some of them:

- organise your classrooms in such a way as to make it easier for you all to be successful learners
- ensure the work teachers plan for you helps all of you to learn equally well
- make sure all of you attend school as much as possible.

We understand that some of you are worried about the prospect of your school closing but know that you will continue to do your best and help the staff in every way you can. We wish you all the best for the future.

Yours sincerely

Marian Thomas  
Lead Inspector

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