

# Bristol Gateway School

## Inspection report

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<b>Unique Reference Number</b>	132239
<b>Local Authority</b>	Bristol City of
<b>Inspection number</b>	360415
<b>Inspection dates</b>	12–13 January 2011
<b>Reporting inspector</b>	Stephen McShane HMI

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>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	83
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Wike
<b>Headteacher</b>	Hilary Harris (Acting)
<b>Date of previous school inspection</b>	17 July 2008
<b>School address</b>	Long Cross Lawrence Weston, Bristol BS11 0QA
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors visited 14 lessons or part lessons and observed 11 teachers. Meetings were held with members of the governing body, staff, pupils, the School Improvement Partner and a local authority officer. Inspectors observed the school's work and looked at policies, records and assessment information. In addition, questionnaire responses from 16 parents and carers were analysed as well as those completed by staff and pupils.

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

- the learning, progress and outcomes of different groups of pupils
- the attendance of pupils and the impact of initiatives to improve it
- how well leaders and managers have secured improvements and the capacity of the leadership to drive up outcomes and quality further.

## Information about the school

Each of the pupils at Bristol Gateway has a statement of special educational needs for social, emotional or behavioural difficulties (SEBD). The school admits pupils from across the city. The proportion of pupils known to be eligible for free school meals is approximately four times the national average. Most pupils are from a White British Heritage.

The school is currently led part-time by an executive headteacher. She has been in post since the latter part of the Autumn term following the death of the substantive headteacher. She is the headteacher of the local primary SEBD school.

**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?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Pupils at Bristol Gateway do not make sufficient progress in their learning. Although all have significant special educational needs and/or disabilities, their learning and progress in English and mathematics, given their individual starting points, are inadequate. Attendance is low and has been for a number of years.

Staff are caring and have good relationships with pupils day-to-day. Many pupils say they enjoy school and feel very safe. Elements of pupils' personal development, such as their behaviour and their contribution to the school and wider community, are satisfactory and sometimes better.

Teaching is inadequate. In a majority of lessons, work is not tailored to the needs of individuals, much of it is not challenging enough. Teachers' subject knowledge is frequently not sufficient to ensure pupils make progress. Pupils' behaviour is inconsistently managed and the use of additional adults to support learning is poor. Too often, these adults are merely observers when teachers are talking from the front of the class, or they are deployed to react to low-level disruption. This is commonly the result of boredom, inappropriate challenge or low expectations. The overall quality of the curriculum is unsatisfactory because there is insufficient planning for progression in skills, knowledge and understanding as pupils move up through the school.

◆ It is clear that pupils' achievements and aspects of the school's provision have not been satisfactory for some time. There has been insufficient progress made on the key issues raised by the previous inspection. Actions taken to improve attendance, the analysis of assessment data and changes to the curriculum have not had enough impact. The school's self-evaluation lacks rigour and provides an over-generous view of the school's effectiveness. The governing body is clearly committed to the pupils' well-being but has not had the information to challenge the school sufficiently. Leaders and managers spend too much time dealing with day-to-day problems and this means that many systems are not developed well enough or consistently. The senior team are currently unsure of priorities or how to proceed. The school has inadequate capacity for improvement.

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

- Urgently improve the quality of pupils' learning, progress and attendance.

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- Improve the quality of teaching by ensuring that teachers:
  - have sufficient subject knowledge
  - tailor work to the individual needs of pupils
  - apply consistent behaviour management and deploy additional adults effectively
- Improve the quality of the curriculum so that there is sufficient coverage and progression in all subjects.
- Improve leadership and management by:
  - reviewing the current structure and clarifying the roles and responsibilities of leaders, including governors
  - providing appropriate professional development so that all leaders play a full part in accurately monitoring the school's performance and driving improvement.

**Outcomes for individuals and groups of pupils****4**

Pupils gain a range of awards. These include entry level qualifications, GCSEs at the lower grades, BTEC, AQA unit awards and Award Scheme Development and Accreditation Network (ASDAN) awards. These qualifications reflect the wider range of accreditation that the school now offers but are not in themselves evidence that pupils, given their individual starting points, are doing well. Few pupils make progress in line with national expectations during their time at the school and the vast majority make inadequate progress. School assessment data demonstrate that while there are signs of better progress in some year groups, there are still a significant number of pupils currently not on track to reach their targets in English and mathematics. In addition, evidence in pupils' books highlights weaknesses in the school's assessment data and points to a large majority of pupils making unsatisfactory progress. Much written work is untidy and unfinished. In a few areas in Key Stage 4, pupils' work in personal, social and health education (PSHE), ASDAN, and BTEC sport, there is evidence of better presentation and application. However, often expectations and challenge are too low for individual pupils. In many lessons seen during the inspection, the progress made by the majority of pupils was unsatisfactory. While most pupils were engaged, the work was inappropriately pitched being either too easy or too hard. In other lessons, low-level disruption or lack of engagement meant that the lesson deteriorated into a question and answer session with one or two pupils joining in. Pupils' low attendance and their lack of progress in acquiring basic and other skills necessary for work means that they are not adequately prepared for future study, training or the world of work.

Pupils value, and are committed to, their school. Those who spoke to the inspection team said they felt very safe and are confident that bullying or inappropriate behaviour is addressed effectively by staff. They are very aware what constitutes an unsafe situation. Pupils engage effectively in the community through different projects, such as the youth inclusion project and with charities and other schools. Pupils know how to keep healthy. They were observed making good choices of food at breakfast and lunch. They are very aware of the dangers of smoking and are able to discuss the recent PSHE programme that led to one pupil giving up smoking. The spiritual, moral, social and cultural development of pupils, although uneven across the four areas, is satisfactory overall. Pupils know right from wrong and many can engage in discussions to consider issues related to their own

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actions. They can reflect on recent events and the considerable spiritual impact on them of the recent memorial service for their headteacher. Behaviour is satisfactory. There is however some evidence of low-level disruption with inappropriate language being used and significant time out of the classroom. However, this is often related to inadequate behaviour management on the part of the teacher. Although many pupils have significant difficulties, they are polite, welcoming, engaging, supportive of each other and demonstrate a self-control that means that behavioural incidents do not escalate.

*These are the grades for pupils' outcomes*

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

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

## How effective is the provision?

Good relationships between adults and pupils are evident in all lessons; however, there are inconsistent expectations of pupils' behaviour. This means, for example, that pupils wearing their coats, using inappropriate language or using their mobile phones become issues that disrupt learning. The vast majority of planning for lessons is inadequate because it does not take into account pupils' prior learning. In the best lesson seen, there were very clear targets for pupils that became increasingly challenging as pupils' progressed. Teaching was an effective blend of coaching, modelling and support. However, this was an isolated example. Most teaching does not take into account pupils' individual needs sufficiently. Different worksheets are often provided for pupils of different abilities and additional adults sometimes try to offer support to these pupils. However, the overall intention of these lessons is unclear and interventions by adults are mostly

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ineffective in promoting learning. Marking is encouraging but is rarely linked to targets and does not give specific points for improvement.

The curriculum is inadequate. In Key Stage 3 core subjects are covered over four mornings, with the fifth being given to tutor time and areas of humanities. Projects and options, such as jewellery making and film club, take place in the afternoons. In Key Stage 4, more time is given to accredited courses. This curriculum was devised in recent years to try to engage pupils more effectively in learning. Initially this was successful. However, there are considerable weaknesses, particularly in Key Stage 3. Overall insufficient time is given to the core subjects and to information and communication technology (ICT). While the afternoon projects have recently been accredited, they are not sufficiently well planned to ensure that pupils make enough progress in acquiring skills or knowledge.

Pastoral care is satisfactory. As a result of the care and commitment of staff, together with effective multi-agency work, there have been individual pupils that have been successfully re-engaged into school and education. Parents and carers are very positive about the school, particularly the ongoing contact between home and school. Parental engagement in meetings and events is high. Data to track time out of classrooms and behavioural incidents are collected but are not systematically analysed to target action to bring about improvements. Strategies to remedy consistently low attendance have not been successful.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The senior leadership team is relatively new, having been brought together by the previous headteacher in September 2010 following the resignation of a number of staff. The deputy principal leads on pastoral matters while the two assistant headteachers are recent appointments. The school is functioning on a day-to-day basis but there are weaknesses in many systems. The acting part-time executive headteacher has not had sufficient time to have any measurable impact on either the provision made for pupils or the outcomes they achieve. While teaching has been monitored, this has not led to any systematic actions so that weaknesses have not been tackled. Current school improvement priorities are unclear and expectations are not high enough. Governance is inadequate because the senior managers ♦ have not been challenged sufficiently or held to account for the school's performance. ♦ Safeguarding arrangements meet the statutory minimum requirements and the high staff to pupil ratio is an important factor in keeping pupils safe. The school itself is a cohesive community where pupils from different

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backgrounds get on well together. Staff are responsive to the particular needs of parents and pupils who come from different parts of the city. However, while the performance of different groups, including those looked after by the local authority, is monitored, the manner in which the school promotes equality of opportunity is inadequate because there is little discernable impact on pupil outcomes. The school has had a deficit budget for a number of years but this has reduced recently. The school provides inadequate value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Views of parents and carers

There was a relatively low number of completed questionnaires returned to the team. However, most of the parents/carers who replied are satisfied with the school. A few written comments were received. These were very positive, describing the improvements their child had made and their appreciation of the staff. Inspectors recognised the school's positive relationship with parents and carers and the care their children receive; however, other evidence shows that pupils are not making enough progress.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bristol Gateway School 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 inspection team received 16 completed questionnaires by the end of the on-site inspection. In total, there are 83 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	8	50	5	31	2	13	1	6
The school keeps my child safe	6	38	8	50	2	13	0	0
My school informs me about my child's progress	8	50	8	50	0	0	0	0
My child is making enough progress at this school	6	38	7	44	3	19	0	0
The teaching is good at this school	7	44	9	56	0	0	0	0
The school helps me to support my child's learning	6	38	7	44	3	19	0	0
The school helps my child to have a healthy lifestyle	7	44	7	44	2	13	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)	8	50	7	44	1	6	0	0
The school meets my child's particular needs	9	56	6	38	1	6	0	0
The school deals effectively with unacceptable behaviour	7	44	8	50	1	6	0	0
The school takes account of my suggestions and concerns	6	38	9	56	1	6	0	0
The school is led and managed effectively	8	50	8	50	0	0	0	0
Overall, I am happy with my child's experience at this school	7	44	8	50	1	6	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and 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 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



16 January 2011

Dear Pupils

**Inspection of Bristol Gateway School, Bristol BS11 0QA**

Thank you for making us welcome when we visited your school recently. We were particularly pleased with how many of you were happy to talk with us and helped us to find our way around.

You told us that many of you enjoy school and appreciate the hard work of staff. We saw the good relationships many of you have with the adults who care for you. We judged, however, that many of you are not making enough progress in your learning.

We decided therefore that your school requires 'special measures'. This means the school must tackle its weaknesses urgently and inspectors will visit every few months to see how the school is getting on.

We have asked the governors, school leaders and staff to make changes in the following areas. To improve:

- the learning, progress and attendance of all pupils
- the quality of teaching and the curriculum, particularly making sure that the work you are given is challenging
- the leadership and management of the school, particularly the way in which staff measure how well the school is doing and the way they plan the next steps so that the school can improve further.

You can all help to improve your learning by attending regularly, working hard and by letting teachers know your views about the progress you are making.

Yours sincerely

Stephen McShane

Her Majesty's Inspector

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