

Tweendykes School

Midmere Learning Village, Midmere Avenue, Leads Road, Hull, HU7 4PW

Inspection dates 4–5 December 2012

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

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make exceptional progress academically, socially and emotionally.
- This is because overall the quality of teaching is outstanding, as is the care and support offered by staff. However, in a very small number of lessons, teachers do not deploy support staff's time sufficiently well to support pupils' learning and so their learning slows at these times.
- Children who arrive in the Early Years Foundation Stage have a wide range of different needs including learning difficulties and autistic spectrum disorder (ASD). Staff provide an excellent range of experiences and activities which enable them to achieve very well.
- The newly established sixth form is outstanding. Students undertake a wide range of courses, activities and work experience opportunities. As a result, they are making excellent progress towards a range of qualifications and are very well prepared for the next stage in education or, for some, the world of work.
- Despite the problems faced by the majority of pupils, behaviour overall is outstanding. This is because of the excellent work of the communication team which supports pupils to develop their communication skills which in turn improve their ability to manage their behaviour.
- The outstanding leadership of the headteacher, senior leaders, managers and governors is sustaining the first-class quality of teaching and pupils' excellent achievement has continued. This clearly demonstrates the school's ability to continue to improve.

Information about this inspection

- Inspectors observed 16 lessons and parts of lessons taught by 12 teachers and teaching assistants. Joint lesson observations were undertaken with the headteacher. The inspection team also examined the quality of work in the folders of older pupils from across the school.
- The inspection team held meetings and had discussions with 12 pupils, senior leaders, members of the school staff, two members of the governing body, a small group of parents and a senior nurse.
- Thirteen parents made their views known to the inspection team through the on-line questionnaire (Parent View). Several more who were unable to access the site made their views known directly to inspectors.
- The inspection team studied health and safety documentation, teachers' curriculum planning, documents relating to the performance management of staff and the school's system for checking pupils' progress.

Inspection team

Marian Thomas, Lead inspector

Additional Inspector

Pauline Pitman

Additional Inspector

Full report

Information about this school

- Tweendykes is a community special school. Pupils attend between the ages of three and 19 and have a range of difficulties which affect their ability to learn. Around 40% of pupils have a diagnosis of ASD and a further 10% have profound and multiple learning difficulties.
- Most of the 120 pupils who attend are from Hull. Eleven come from the East Riding of Yorkshire, a neighbouring authority.
- Since the last inspection, there have been changes to the leadership with the appointment of a new assistant headteacher and two middle leaders.
- Most pupils are of White British heritage, with just a small number from other ethnic backgrounds.
- A higher than average number of pupils is eligible for the pupil premium which provides additional funding for pupils known to be eligible for free school meals and those in the care of the local authority.
- All pupils who attend have a statement of special educational needs.
- The school currently has an extended school provision which provides a range of activities and clubs for pupils and families outside school time.
- Since the last inspection, the school has moved to purpose-built premises on a site which it shares with a secondary school.
- The school expects its conversion to academy status to be complete by April 2013.

What does the school need to do to improve further?

- Improve the quality of teaching in a small number of lessons by:
 - Ensuring that teaching assistants' time is focused more on supporting pupils' learning and not just on managing their behaviour.

Inspection judgements

The achievement of pupils is outstanding

- All groups of pupils, including those with ASD, and those known to be eligible for pupil premium, make outstanding progress during their time in school. This is because staff are exceptionally good at recognising and supporting their needs.
- Children often start school in the Early Years Foundation Stage Reception class. The overwhelming majority come with skills well below those expected for their age. A significant number, particularly those with ASD, also lack the behavioural skills needed for learning.
- Despite this, most settle quickly and begin to enjoy the well-organised and imaginative activities on offer. This is clear at the start of the school day when pupils arrive in the unit with happy smiles, and are eager to play.
- Parents agree that their children make exceptional progress and were keen to share their views with the inspection team. The view of one summed up the feelings of many: 'School has taught my child to smile again. He can't wait to come to school each morning to meet his friends and the staff.'
- Staff work hard to ensure that where possible pupils become proficient readers. Carefully tailored literacy lessons in Key Stages 2 and 3 not only improve pupils' reading skills, but also help develop their understanding and comprehension skills, ensuring that pupils make exceptional progress in improving their reading.
- Pupils achieve equally well in mathematics as staff are outstanding at matching activities to pupils' needs.
- A large number of pupils who attend school, particularly those with ASD, have communication problems. As a result of the intensive and carefully structured work of the communications team, pupils' academic achievement and behaviour improve and the majority makes exceptional progress socially, emotionally and academically.
- Students who attend the school's sixth form enjoy a wide range of opportunities to develop their academic qualifications and social skills extremely well.
- Pupils' achievement is tracked and monitored very carefully. This ensures that all groups make maximum progress. The very small numbers of pupils who are from other ethnic groups make equally excellent progress because of school's continuous commitment to equality of opportunity for all pupils.

The quality of teaching is outstanding

- The overall quality of teaching across the school is outstanding. Teaching observed during the inspection was never less than good. Opportunities for learning in the vast majority of lessons are exciting and teachers have exceptionally high expectations of what pupils can achieve.
- Teaching in the Early Years Foundation Stage is excellent. Children happily engage in the wide range of activities and opportunities for play which are presented in their new classroom and outdoor space. During the inspection, children were learning about the colour red and showed great delight in exploring through feeling, touching, smelling and tasting the red jelly and ice which staff provided. This innovative activity demonstrated the strength of relationships between staff and children. For some, eating is not yet an established routine but the majority tasted with enthusiasm.
- Teachers are exceptionally good at meeting the many and varied needs of the pupils in their care. They are particularly effective at using the information on how well pupils are doing to plan learning for individuals and groups of pupils. For example, in one lesson observed in Key Stage 2, pupils with ASD took a journey into space in the school's drama studio. Pupils participated excitedly, particularly when offered the opportunity to take a trip in a space rocket. The excellent effects provided by the sound and lighting fired their imagination and contributed to an

outstanding learning experience.

- Teaching in the sixth form is excellent. Extensive opportunities for work experience prepare students exceptionally well for the world of work. Weekly visits to a flat run by the school also increase students' opportunities to develop skills for independent living.
- Teachers and support staff in all parts of the school work very closely together to plan pupils' learning. As a result, in the vast majority of lessons, staff support pupils exceptionally well. However, in a very small number of lessons in Key Stages 1 and 2, support staff spend too much time managing pupils' behaviour and not enough on supporting their learning needs. As a result, learning slows for a few pupils.
- Teachers use praise exceptionally well to motivate pupils and are highly effective at encouraging reluctant learners. Feedback given to pupils shows them clearly how to improve their work.

The behaviour and safety of pupils are outstanding

- Pupils are exceptionally proud of their school and clearly enjoy attending. One pupil's comment summed up the feelings of many: 'I love coming here because we are all special and I don't feel different.' Attendance is high for many pupils, and even those with a high level of medical need attend as regularly as possible.
- For the majority of the time, school is a very calm and orderly place. This is because, despite their high level of need, pupils learn to behave exceptionally well, both inside and outside the classroom. Lunchtimes are very well organised, calm and happy, and catering staff work hard to increase the range of foods enjoyed by pupils.
- Parents say they feel school is exceptionally good at keeping their children safe. All pupils spoken to said school taught them how to keep safe both inside and outside school, and particularly on the internet. Students in the sixth form learn the importance of food hygiene and how to keep safe when cooking independently.
- Pupils also stated that no type of bullying is common in school and if an incident does occur, staff sort it out immediately.
- Through strong partnerships with health care professionals and the communication team, pupils receive excellent support and guidance on how to improve their behaviour. Staff focus relentlessly on supporting pupils' personal and social development which increases pupils' self-esteem and belief in their own abilities. As a result, their behaviour and eagerness to learn improve significantly. This is reflected in the school's excellent record of not excluding any pupil in the last three years.

The leadership and management are outstanding

- The headteacher and members of the leadership team share an exceptionally clear vision of how successful the school can be. With the excellent support of the governing body, they have continued to improve the school's performance since the last inspection.
- Areas for improvement identified in the last inspection report have been successfully addressed. The outstanding quality of teaching and pupils' achievement have been maintained, clearly demonstrating that the school leadership is capable of continuing this improvement.
- Senior leaders and subject leaders monitor the quality of teaching rigorously and regularly which has ensured that the exceptionally high standards of teaching have been maintained across the school. Performance targets identified for individual teachers are closely linked to the school's improvement plan.
- The excellent support for each pupil's clearly identified needs ensures that all groups make equal progress. This is clear evidence of the school's continued commitment to equality of opportunity for all pupils.
- Targets set for staff, through management of their performance, link directly to pupils' achievement. Checks on the performance of staff are now more rigorous and the headteacher

uses this information to make decisions on teachers' pay.

- The move to a new, purpose-built school building has been welcomed by staff who have worked exceptionally hard to minimise the disruption to pupils. This, combined with careful planning by senior leaders, has ensured that pupils have settled quickly and have continued to achieve exceptionally well.
- The curriculum in all areas of the school is exciting and adapted to meet the needs of individual pupils. The newly introduced creative curriculum offers pupils of all abilities a wide range of experiences which increase pupils' spiritual, moral, social and cultural understanding. For example, pupils recently enjoyed celebrating the Hindu festival of Diwali as well as participating in the harvest festival in the local church.
- The local authority judges that the school is led and managed exceptionally well. While continuing to support the school's bid for academy status, it has offered a light touch level of support overall.
- **The governance of the school:**
 - Each member of the governing body has a diverse set of skills. This enables governors to offer an excellent level of support and challenge to the decisions made by school leaders. A rigorous approach to training has enabled them to continue to help the school to improve staff performance. As a result, the excellent achievement of pupils has continued. The governing body has made careful use of the pupil premium by giving support to pupils and their families whose circumstances may put them at risk. This has enabled parents to offer more support to pupils' learning at home. The health and safety committee ensures that safeguarding procedures meet current requirements.

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	118141
Local authority	City of Kingston upon Hull
Inspection number	403794

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

Type of school	Special
School category	Community special
Age range of pupils	3–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	122
Of which, number on roll in sixth form	19
Appropriate authority	The governing body
Chair	John Barnes
Headteacher	Berni Dobson
Date of previous school inspection	20 April 2010
Telephone number	01482 826508
Fax number	01482 839597
Email address	Dobson.B50@tweendykes.hull4learning.net

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