

Frederick Holmes School

Inglemire Lane, Hull, HU6 8JJ

Inspection dates 24–25 September 2013

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

Summary of key findings for parents and pupils

This is a good school.

- The vast majority of pupils make good progress in school subjects as well as in their personal development and life skills. Often they make outstanding progress in communication. This means that they are well prepared for the next stage in their education or training.
- Most pupils make good progress in literacy and numeracy. Sometimes they make outstanding progress in literacy in the Early Years Foundation Stage and in Key Stage 2.
- The sixth form is good and students make good progress here because they spend time developing and applying their skills in adult situations.
- Almost all teaching is now good and the amount of outstanding teaching is increasing rapidly. In most lessons, pupils' learning is good because they participate well.
- Children in the Early Years Foundation Stage make an excellent start to their learning because staff ensure that children begin to express their needs.
- Pupils say they feel safe and cared for well. This is because staff make certain that pupils feel respected and confident at all times.
- The leadership has very high expectations of what pupils can achieve. Leaders have clear plans to ensure that everyone knows what part they play in bringing this about. All staff are coached and supported to improve their teaching at a fast pace. This is very successfully promoting continuous school improvement.
- The governing body makes an excellent contribution to leadership because members do all that they can to support leaders' commitment to constant improvement.

It is not yet an outstanding school because

- Sometimes the pace of learning in lessons is slowed because pupils spend too much time waiting while others respond to the teacher.
- Occasionally, the questions asked in lessons only require one word answers so pupils do not develop their ideas enough.
- Every now and then opportunities are missed for pupils to develop writing skills or practise their mental mathematics in lessons other than English and mathematics.
- Occasionally, pupils are not as independent as they could or would like to be.

Information about this inspection

- The inspectors observed 10 lessons, two jointly with the headteacher. Inspectors held discussions with key staff, the Chair of the Governing Body, as well as holding conversations with healthcare staff.
- The inspectors took account of the school’s procedures for safeguarding and for gaining an accurate view of its own performance. They looked at the headteacher’s reports to the governing body, the development plan, records of lesson observations, targets set for teachers, pupils’ work in books and documents that track pupils’ progress.
- The inspectors spoke with pupils, took account of 29 questionnaire responses from staff as well as a recent survey of parents view carried out by the school. There were six responses the on-line questionnaire (Parent View).

Inspection team

Pauline Hilling-Smith, Lead inspector

Additional Inspector

Adrian Simm

Additional Inspector

Full report

Information about this school

- Frederick Holmes is an average sized special school. Most pupils have physical disabilities and many have additional complex medical conditions. A high proportion have profound and multiple learning difficulties and most use augmentative and alternative communication aids.
- Pupils are referred from three local authorities: the East Riding of Yorkshire, Hull City and North Lincolnshire.
- The proportion of pupils from minority ethnic backgrounds is below average. All pupils have a statement of special educational needs.
- The proportion of pupils supported by the pupil premium, which provides extra funding for pupils known to be eligible for free school meals, in the care of the local authority or from service families is well above average.
- The school moved into new purpose built premises on the same site in September 2013.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding in order to raise pupils' achievement even further, particularly in mathematics, by ensuring that :
 - the pace of learning in all parts of lessons is always kept up so that pupils learn throughout lessons particularly in mathematics
 - pupils are given more opportunities to find things out for themselves or do things on their own
 - questions asked by teachers usually require more than one word answers
 - more opportunities to apply and develop pupils' skills in writing and mental mathematics are identified in lessons other than English and mathematics.

Inspection judgements

The achievement of pupils is good

- Pupils are working at levels lower than expected nationally when they join the school as a result of their disabilities and special educational needs. The vast majority of pupils make good or better progress. The proportion of pupils who make better than expected progress compares favourably with that found nationally, for similar pupils, although their attainment is still below national expectations when they leave at the end of Year 11.
- Achievement has improved since the previous inspection. Pupils' progress has accelerated and they now make good and sometimes outstanding progress, particularly in developing their literacy skills. Pupils with complex communication needs often make outstanding progress in developing their ability to express themselves.
- Students in the sixth form leave the school with a range of qualifications which, although below the national levels of attainment, prepare them well for the next step in their education or training.
- Pupils make good progress in reading. Provision for reading is well managed and tailored to individual needs through the provision of special group work.
- Pupils make particularly good progress in Key Stage 2 and Key Stage 3 in literacy. This is because there is a sharp focus in English lessons on the careful identification of what pupils have achieved and what each pupil must do next in order to make good progress .
- All groups of pupils make equally good progress, for instance, boys do just as well as the girls and pupils who are eligible for the pupil premium, including those known to be eligible for free school meals learn at the same good rate as other pupils. This is because of the individual approach to meeting all pupils' varying and complex needs and this, in turn, ensures equality of opportunity for all.
- Pupils make good progress because all staff are highly skilful in ensuring that pupils can be as involved as possible in the activities that are planned for them. Teachers arrange equipment and adapt the activities to reflect this and make sure that their pupils know exactly what they need to do. Most pupils are clear about how well they have done and how to improve.
- The vast majority of parents who responded to the recent school survey strongly agree that pupils make good progress.

The quality of teaching is good

- The percentage of good teaching has risen rapidly over the last year. It is now almost always good and sometimes outstanding. Teaching enables most pupils to make good progress and occasionally to make outstanding progress in their literacy skills and their ability to express themselves.
- Information and communication technology (ICT) is used very well to enable pupils to be fully involved in the activities planned for them and thus to keep their interest alive, for example, interactive whiteboards are used extensively to give enjoyable presentations in lessons.
- The teaching of communication and reading is a strength because teachers have a good subject knowledge. However, the teaching of numeracy is not as sharp because opportunities for pupils to apply their mental mathematics skills in all lessons are sometimes missed. Likewise, opportunities for pupils to practise writing in lessons other than in English are sometimes missed.
- Occasionally, pupils wait for too long while teachers collect information about each pupil either from teaching assistants or the pupil themselves. This limits the amount of time other pupils spend getting on with their own tasks. Sometimes pupils are not challenged as much as they could be because teachers do not always plan for pupils to work on their own nor to find things out for themselves as much as they could do.

- Teaching assistants and other adults contribute a lot to pupils' achievement through good support, for example, by working closely with individuals. This has a good effect on pupils' achievement.
- The school is continuously improving teaching, for example, by teachers specifying more and more demanding targets for pupils. This is having a good effect on their progress, but the school recognises that there is still more to do to make teaching outstanding.
- Parents agree strongly that their children are well taught and are particularly pleased by their progress in personal development and communication skills.

The behaviour and safety of pupils are outstanding

- The atmosphere in school is very warm and caring and pupils are very friendly and welcoming. Pupils try exceptionally hard to live up to the expectations set for them because relationships between everyone are very strong.
- Pupils say that there is no bullying and parents agree with this view. Pupils say that they are respected and everyone feels safe. They know they must consider carefully what actions they take when socialising on the computer. Pupils highly value the care and support adults provide and occasionally ask staff to carry out a procedure so they know for certain that they will be safe if, for example, they begin to choke.
- Parents describe the school as exceptional and excellent and identify the warm friendly feeling in the school. The school works well with parents and assists them in coordinating the work of a very wide range of agencies involved with the family.
- Students in the sixth form learn to keep themselves and others safe at all times because they understand, for example, what precautions they must take when they plan to take a taxi independently. Some pupils contribute to the training of parents and staff regarding how it is best for them to be moved from a wheelchair to a standing frame, for example, and what it feels like during the process.
- The plans for pupils' personal, health, social and emotional development are given a high priority. As pupils progress through the school, they build up an ever-increasing understanding of how independent they can be. The school council is a powerful body in expressing pupils' wishes. For example, they have clear ideas about how wide door openings should be and what can be done to enable them to open doors without adult help and are currently pressing for electric doors to be installed.
- Pupils attend when they can. There are plans in place to ensure that when pupils are not in school they are educated by the home and hospital service.

The leadership and management are outstanding

- The headteacher's reflective leadership is highly effective. She has been pivotal in the rapid improvement in the school. She, together with the clear vision of the governing body, ensure that improving the quality of teaching is a top priority. The headteacher is very ably supported by the senior leadership team. The role of the subject leader has developed considerably since the last inspection and now they make a full contribution to driving the school's plan for improvement forward.
- The leadership of teaching and the management of the performance of staff is highly effective. Procedures to check the quality of teaching are very extensive and very thorough and lead to very sharply-focused plans for improvement. These plans enable senior leaders to provide detailed coaching to support teachers in improving their practice. There is a good link between teachers' performance and their progression along the pay scales.
- The school's system for keeping an eye on how well pupils are doing is meticulous. They ensure that any pupil at risk of underachieving is quickly identified and support is put in place to ensure that they quickly catch up and do not fall further behind.

- Staff work very well together as a team, sharing their ideas about the best ways to ensure that pupils achieve as much as they can. Leaders make certain that additional funds, such as the pupil premium, are used to good effect by providing additional opportunities for eligible pupils. It is clear that the funding is making a positive difference.
- The school has an accurate view of its own performance. Improvement plans are very effective because they are linked to training, reviewed carefully and contributed to by everyone. They reflect the clear plan set out by the governing body.
- Pupils' spiritual, moral, social and cultural development is well developed because a valuable partnership with a neighbouring independent school enables high quality joint music and drama as well as social events, such as the school prom.
- The curriculum is enriched by, for example, the residential visit to Keswick and programmes of study meet the wide range of physical, communication and learning needs of the pupils. Partnerships are very well developed and that with health service personnel makes a significant contribution to pupils' physical well-being. Work experience opportunities and advice and guidance received by students in the sixth form is of high quality and ensures that students are successful when they take the next steps in education and training.
- The local authority is also a strong partner and recognises the rapid progress made by the school. They have worked together with the governing body in achieving the building of new innovative premises which are designed to extend the range of learning opportunities available for the pupils.
- All parents who responded to the recent school survey would recommend the school to another parent. Partnership with parents is excellent, as a result of good communication between home and school.
- **The governance of the school:**
 - The governing body contributes exceptionally well to the leadership of the school because it has been very well led over a long period of time. Governors are well prepared when they make visits to school and they seek answers to searching questions. They gain first-hand evidence through the involvement they have with pupils, parents and staff. They hold leaders stringently to account for the progress of the pupils and school improvement based on this information. Governors manage the budget very effectively and make sure that all safeguarding procedures are very rigorous and fully meet requirements. They are clear about how the pupil premium is spent and can identify the positive effect this is having on eligible pupils. Governors are fully included in information about how well teachers are performing and know about the quality of teaching and how this links to pay.

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	118139
Local authority	Kingston upon Hull City of
Inspection number	429395

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	78
Of which, number on roll in sixth form	13
Appropriate authority	The governing body
Chair	David Hunter
Headteacher	Sue Garland-Grimes
Date of previous school inspection	8 March 2011
Telephone number	01482 804766
Fax number	01482 806967
Email address	Sgarland-grimes@frederickholmes.hull.sch.uk

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