

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 1231231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566868
Direct F 01695 729320
Direct email:
pnuttie@cfbt.com



12 December 2013

Mr Andrew Bentley
Headteacher
Education in Hospital 1 (Airedale) C/O Learning Support Service, Education Bradford
Bolling Road
Future House
Keighley
West Yorkshire
BD4 7EB

Dear Mr Bentley

**Special measures monitoring inspection of Education in Hospital 1 (Airedale)
C/O Learning Support Service, Education Bradford**

Following my visit to your school on 11 December 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in September 2013.

Evidence

During this inspection, meetings were held with the headteacher, teachers, the Chair of the Management Committee and a representative of the local authority. A tour of the school provision on the Airedale Hospital site and documents relating to teachers' assessment of pupils' learning, monitoring and minutes of management committee meetings were reviewed. The local authority's statement of action and the school's planning were evaluated.

Context

There have been no major changes in the school since the section 5 inspection, which placed the school into special measures. A local authority strategic review of hospital education provision is currently taking place in the city. The local authority has brokered arrangements for a local outstanding school, Oakworth Primary School, to support leadership and the development of teaching at the hospital school.

The quality of leadership in and management of the school

The local authority's plan is providing an essential strategic guide for the headteacher and management committee to tackle the areas for improvement. It sets out clearly the actions required to drive improvement. Support from the partner school and advice from the local authority, is helping the school to raise expectations, particularly around the quality of teaching and the pitch of learning. Training to raise teachers' awareness of the needs of younger children and how to improve the quality and consistency of teaching and learning has begun. Teachers are starting to develop a more informed view about what progress in reading and mathematics looks like and their confidence and expectations of pupils are increasing. This is demonstrated in the newly introduced 'daily record of teaching' which shows that a greater focus on what pupils have learned, rather than what they have done, is starting to emerge. While the headteacher knows from the small amount of monitoring that has taken place that this is not consistent across the team, his monitoring and plans for the timescales for further training are not sharp enough in identifying how this issue might be tackled. More generally, the absence of formal school planning is delaying the school in quickly tackling issues and informing the work that the local authority are taking to support improvement.

Governance has been strengthened with additional health and educational professionals. The newly reformed management committee is beginning to get to grips with its responsibilities. The strengths in the expertise of new members have yet to be utilised sufficiently to support and challenge leadership in driving improvement in provision. In this respect, the local authority plan has little reference to improving the role that governance is expected to play in monitoring improvements in the work of the school. External advice and review of this aspect of the governors' work, including learning from the best practice available, is required before the next Her Majesty's Inspector's monitoring visit.

Actions to support and develop the headteacher's role in leading the school are given attention in the authority's plan but slippage is starting to occur, for example, in the introduction of appraisal and performance management for staff. The capacity of leadership is a concern. Insufficient attention has been given to the headteacher's workload and his responsibilities for other schools and services. The time that the headteacher is able to spend at Airedale has not increased and this requires immediate and urgent attention.

Following the monitoring inspection the following judgements were made:

The local authority's statement of action is fit for purpose.

The school's action plan is not fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

I am copying this letter to the Secretary of State, the Chair of the Management Committee the Director of Children's Services for Bradford and as below. This letter will be published on the Ofsted website.

Yours sincerely

Gina White
Her Majesty's Inspector