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20 January 2014

Mr Andrew Bentley
Headteacher
Education In Hospital 2 (BRI)
c/o Tracks Education
Future House
Bolling Road
Keighley
BD4 7EB

Dear Mr Bentley

Requires improvement: monitoring inspection visit to Education In Hospital 2 (BRI), Bradford

Following my visit to your school on 17 January 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2013. It was carried out under section 8 of the Education Act, 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- strengthen monitoring by developing guidance about the links between pupils' curriculum entitlement and length of stay ensure that regular reviews and checks on impact inform the next steps to improve the quality of teaching and learning.

Evidence

During the visit, meetings were held with you, the Chair of the Management Committee and representatives of the local authority to discuss the action taken since the last inspection. Teaching in the hospital school was observed and a sample of teaching records, and pupils' books were scrutinised and discussed with pupils and teachers. A meeting to review the impact of teaching was observed and a sample of performance management records were scrutinised. The school action plan was evaluated and discussed.

Context

Since the section 5 inspection, which judged the school to require improvement, one teacher has returned from a secondment. This has resulted in a slight increase in the amount of teaching sessions that the school provides.

Main findings

The school's action plan is clear, well suited to the unique context of the hospital school, and helps members of the Management Committee and staff to see precisely what actions and impact are expected. The programme of support and training that you have developed has strengthened and aligned the focus on the schools' areas for improvement. Staff are developing their skills and knowledge in teaching very young children and pupils with complex needs. Many feel that this is long overdue and they are keen to participate in regular updates to help them keep teaching skills well honed. Planning reflects your expectations of what good teaching looks like and is shared by teachers. A useful start has been made to ensure that these expectations are reflected in teachers' individual targets in performance management plans.

Since the inspection you have made changes that are already starting to improve the quality of teaching and learning. More individual teaching is taking place and the storage and retrieval of pupils' work is well-organised. This is helping to make teaching sessions more productive. Pupils like the personal approach to teaching: they are enthusiastic and keen to return for more lessons in the schoolroom, or at the bedside, in between their treatments. Pupils' books show that completed work is dated and marked consistently.

Teachers are identifying through discussion with pupils or their schools, what they know and where they need further help and are starting to make better use of this to help pupils learn. However, pupils' books and teaching records do not consistently record the purpose of learning. Consequently, teachers' marking and comments are not as sharply focused as they could be to help drive improvement. Teachers have an understanding that they will focus on literacy and numeracy for those pupils who are in hospital for the shortest periods of time. However, guidance about the links between pupils' curriculum entitlement and length of stay, particularly for pupils who are able to attend lessons for three or more days, has not been developed by the school.

New members of the management committee bring a greater range of health and education specialists. Suitable plans are in place for them to become better informed about the work of the hospital school. They are already using their expertise to support and challenge you and you are responding to this. For example, your joint work with the Chair of the Management Committee, an experienced primary leader, to evaluate a series of teaching records, led to a series of detailed actions to make the information more useful to pupils, parents and schools.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection. Her Majesty's Inspector and school leaders discussed and agreed that the school will attend an Ofsted seminar later this term.

External support

Extensive use is being made of the range of support provided by the local authority. School improvement officers are sharing their knowledge of teaching to assist leaders in developing guidance and to undertake lesson observations. The school's involvement in local authority networks, such as the District Achievement Partnership, is helping to reduce isolation. Partnerships with Chellow Heights, a good special school, and Oakworth Primary School, an outstanding school, are providing suitable training to support teachers in improving teaching and learning. Discussions between the local authority and the school's management committee are providing a useful first step in considering how the education of children with health needs might be developed more widely in Bradford.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Bradford and as below.

Yours sincerely

Gina White

Her Majesty's Inspector

The letter should be copied to the following:

- Philippa Tomlinson - Chair of the Governing Body
- George McQueen - Bradford Local authority