

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



14 March 2014

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 13 March 2014, 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 previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in September 2013. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of special measures.

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

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Strategic Director Children's Services Director of Children's Services for Bradford.

Yours sincerely,

Gina White

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in September 2013

- Rapidly and sustainably improve the quality of teaching to be consistently good or better in order to speed up pupils' progress and raise achievement by:
 - eradicating all inadequate teaching
 - making sure work is pitched at the correct level so all pupils make equally good progress
 - providing suitable training for the teaching of literacy and numeracy to primary age pupils, training in the current Early Years Foundation Stage curriculum, also in the teaching of pupils with autism, and for those pupils with the most profound needs
 - ensuring teachers accurately assess and record the knowledge and skills pupils acquire in each lesson, as well as any difficulties they may encounter, and passing this information on to the pupils' home schools
 - making sure that all teachers support and use effectively the systems and approaches introduced by the headteacher.
- Improve strongly the leadership and management of the unit, including the governance by the management committee, by:
 - ensuring the unit has an accurate view of its own performance which reflects current practice and contains up-to-date evidence
 - the headteacher spending more time in the unit keeping a rigorous check and focus on improving the quality of teaching and learning
 - prioritising the development targets that will be of most use to speeding up school improvement
 - making sure governors are fully aware of all aspects of their role, and fulfil their statutory duties.
- Ofsted will make recommendations on governance to the authority responsible for the school.

Report on the second monitoring inspection on 13 March 2014.

Evidence

During this inspection meetings were held with the headteacher, teachers, the Chair and other members of the Management Committee and a local authority representative. The school's action plan, monitoring of the quality of teaching and samples of daily teaching records and pupils' work were scrutinised. The inspector observed teaching and learning in two lessons in the school room at the hospital.

Context

There have been no important changes in the context of the school since the last monitoring inspection.

Achievement of pupils at the school

A more systematic approach to assessing and recording pupils' achievement and progress in lessons is developing. Teachers are starting to apply a broader range of assessment techniques with greater accuracy to identify children's learning needs. Individual learning records and pupils' work demonstrate that many pupils are developing greater confidence in reading, writing and in using and applying calculation methods in mathematics. Children in the Early Years Foundation Stage, pupils in Key Stage 1 and pupils who are disabled or have special educational needs are responding well to work that is more appropriate to their age and stage of development. Their progress is more varied and comparatively slower than that of the older primary pupils and secondary students. However, teachers are starting to draw upon recent training to plan a wider range of relevant activities for these pupils. This is helping to consolidate and reinforce younger children's communication, literacy and numeracy skills. Learning reports, passed to pupils' mainstream schools following their discharge from hospital, are more helpful and detailed about the knowledge and skills pupils have acquired. At present the school does not have a clear view of the relative performance of different groups of pupils, such as those with special educational needs or minority ethnic heritage pupils.

The quality of teaching

A well-planned programme of relevant training is helping teachers to develop new skills and confidence and the quality of teaching is improving. Teachers' diagnosis of what pupils can do is becoming sharper and is informed by the training that is taking place to support the teaching of reading, writing and mathematics, and more regular discussions with pupils' mainstream schools. The knowledge and skills pupils acquire in lessons are systematically recorded each day. Regular checks by leaders have helped to establish this practice quickly across the team of four teachers. Changes to the organisation of teaching, whereby teachers are deployed on a monthly rotation to the hospital, have brought more continuity and stability to teaching and to learning. Relationships between pupils, parents and teachers are good: teachers are helpful and encouraging and this helps children to settle and focus on their work. Better communication with clinical staff is enabling greater use to be made of the school room.

Teachers are beginning to use the increased range of resources effectively to support their teaching of mathematics and to set practical tasks for very young children, for example, counting in sequence, recognising colours and developing the skills needed to support early writing by holding pencils and mark-making. Although teachers' knowledge of the curriculum and expectations of children aged 4 to 7 years of age is improving, and especially for pupils with special educational needs, teachers are not drawing upon this well enough when identifying the next steps to develop and extend children's learning. This slows children's progress. Additional training is planned to support teachers in developing this aspect of their practice.

Pupils in Key Stages 2 to 4 are benefiting from the one-to-one support taking place. This was evident in a mathematics session as one pupil developed her understanding of written calculations. Probing questions by the teacher and effective use of resources helped the pupil to learn and apply different methods of finding fractions of decimal numbers. However, teachers are not planning work well enough for pupils to work on their own to follow up on the individual taught sessions and extend their learning.

Behaviour and safety of pupils

Pupils are keen to learn and frequently return to the school room several times during their short stay in hospital. Pupils respond very well during the individual teaching sessions; their work rate is good and young children sustain concentration for extended periods. Systems to check participation rates and report attendance are in place.

The quality of leadership in and management of the school

The headteacher has ensured that the school plan is fit for purpose; it 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 headteacher is spending more time in the hospital school and the small amount of monitoring that has taken place since the last monitoring visit is sharply focused on the impact teaching has on pupils' learning and progress. Feedback to teachers is detailed and sharply focused on points for improvement. However, the programme of monitoring is at early stages and it is not clear what impact this advice is having on improving individual teachers' performance. Recent monitoring was delayed due to illness, but is set to resume.

The headteacher has ensured that performance management processes are in place. Appraisal meetings have led to the setting of individual targets for teachers and specific training needs to improve teaching for children in the Early Years Foundation Stage and for pupils with special educational needs, linked to the school's professional development programme. The headteacher and members of the management committee have access to increasing amounts of information about the school's performance, but this is not brought together into a detailed evaluation that would better support their monitoring role. Discussion took place during this visit about ways forward in sharing information and keeping members updated in between the termly management meetings.

The headteacher has begun to take action to distribute leadership responsibilities across the teaching team. One teacher is checking the quality of teachers' daily teaching records and all staff have responsibility for leading on an aspect of the school's work and keeping colleagues updated. For example, a start has been made to share information about the educational implications of disabilities and teaching methods across the teaching team. However, the management committee and local authority have yet to take action to improve the capacity of leadership at the school in the light of the additional responsibilities the headteacher has to manage other schools and services.

External support

Focused training and support from specialist local authority consultants are helping to reform and update the teaching of reading, writing and mathematics to primary age pupils. This has been aligned well with additional guidance to teachers and focused visits to primary and special schools. Teachers are applying what they have learnt and the useful displays and better use of resources are helping to raise expectations of teaching and provide greater continuity with the learning pupils experience in their mainstream schools. The local authority's checks on the value and usefulness of learning records received in Bradford schools are helping to inform school evaluation, but this information, and the authority's views of the school's progress, are not shared in a timely fashion with the management committee.