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2 July 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 1 July 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 third 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 Management Committee and the Strategic Director 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 third monitoring inspection on 1 July 2014

Evidence

The inspector observed the school's work, scrutinised documents and met with the headteacher, the Chair of the Management Committee, a representative from the local authority and the sister in charge of the children's ward at Airedale hospital. A joint monitoring exercise between the headteacher and a fellow headteacher from another local school took place during this inspection. A review meeting between the headteachers was observed as part of the inspection.

Context

There have been no changes to staffing since the last monitoring inspection.

Achievement of pupils at the school

Practices of assessing and recording pupils' achievement in lessons have been sustained since the last monitoring inspection. The progress of children who attend during stays of more than one day and those who are regularly readmitted to hospital is being recorded more systematically. Pupils' work shows progress in steady and small steps to reinforce learning in reading, writing and numeracy initiated by their mainstream schools. Improvements to communication and liaison between teachers and the pupils' mainstream schools are helping to ensure better continuity of learning for this small group of learners.

Most children attend for a short period of around one to three days. Leaders know from their monitoring that the quality and reach of teaching for this group of children is limited. Action to raise teachers' expectations of progress and improve the pitch and challenge of the work provided is taking place. Pupils are responding to increasing opportunities that are beginning to be provided for them to follow up on the individual sessions that take place with teachers. However, such opportunities are not as extensive or flexible as they need to be in order to meet the pupils' needs, particularly for young children, primary-aged pupils and those with learning difficulties, who comprise the largest groups using the hospital school.

The quality of teaching

Planning, assessing and recording of pupils' learning and systems for sharing information and pupils' work with mainstream schools are embedded in teachers' daily practice. The quality of teaching is improving rapidly for some members of the four-strong teaching team, but more slowly for others. Extended rotations, whereby one teacher is based at the hospital site for a term, provide little opportunity for teachers to learn from each other and develop their practice.

Teachers are starting to move out of the school room, taking resources outside and to play areas to engage more children in learning. Teachers are beginning to use recent training about the Early Years Foundation Stage and primary curriculum and some are starting to apply this to the activities they plan to support children's early numeracy, reading and communication skills. This works effectively for children who are seen regularly, or when contact has been made with schools in advance to support the planning of work. Teachers are less confident and skilled in using their training to assess quickly what children know and can do in order to extend and deepen their learning or to know how to reshape tasks and break learning down into small steps when working with groups of younger children and those who have additional learning needs. For example, a young child needing support to learn to recognise colours made little progress because teaching was not focused closely enough on helping him to learn to match a small number of colours.

Sharply-focused information in some teachers' evaluations of the teaching sessions provides clear next steps for pupils but this is inconsistent across the team. For example, similar comments are used repeatedly reflecting teachers' insecure knowledge and understanding of the Early Years Foundation Stage framework and progression in mathematics.

In the sessions observed, the teacher successfully managed pupils' behaviour, using their initial interests in a particular activity, such as painting, to reinforce language, reading and numeracy skills. For example, in one session the teacher used a range of alternative descriptive phrases and words to encourage the child to talk about the 'shiny', 'glistening' fish she had made and recall the sequence of events in the story they had read together previously. Discussion with parents and family members about children's progress during the taught sessions is extensive and well received.

Behaviour and safety of pupils

Pupils continue to demonstrate positive attitudes to learning and considerable interest in continuing their education while in hospital. Better information about when the school room and education are available and close relationships and better communication between teaching staff and the medical teams, are helping to ensure that children who are ready for education have better access to teaching.

The quality of leadership in and management of the school

The headteacher's clear vision for the unit is shared by the management committee and local authority. They are working together purposefully to drive improvement. The accountability measures and systems that the headteacher has put in place provide a basic guide for teachers and, consequently, expectations of teachers are starting to increase. Monitoring has not taken place regularly to ensure that teachers consistently apply new methods or identify where further support is needed, particularly in their teaching of younger children and primary-aged pupils.

Consequently, some of the impact from teachers' training has been lost. As a result of the recent monitoring, and with the support of the local authority and members of the management committee, the headteacher is developing a better understanding of the strengths and weaknesses in teaching. He knows the step change in teaching that he envisaged has yet to be achieved and additional work to demonstrate the standards required has been commissioned and is due to begin next week.

The management committee and the local authority have established financial plans and budgetary control. These processes are being used wisely to increase resources for learning and to fund placements in local schools for each teacher in order to improve the teaching of younger children and those with special educational needs, such as autism. They have taken action to increase the leadership capacity of the unit: a deputy headteacher and assistant headteacher have been appointed to start in September 2014.

Work in response to teachers' specialist areas of responsibility is taking place. For example, advice and resources to help parents and families support their children's learning has started. The unit is beginning to receive more data and information about the attendance and achievement of sick children but they have yet to analyse this well enough to establish a comprehensive view of the performance and impact of the unit in maintaining continuity of learning for pupils.

External support

The local authority is providing appropriate support and challenge to leaders: information and data together with support in monitoring the work of the unit are helping leaders and managers to take informed decisions and actions, particularly in relation to recruitment. Closer working relationships with schools are being established. The unit is beginning to use local networks to moderate the headteacher's judgements about the quality of teaching.