

Bridgeview

262a Pickering Road, Hull, HU4 7AB

Inspection dates 1–2 July 2014

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		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school. Select

- Pupils make good and occasionally outstanding progress in their personal development. This means that they are well prepared for the next stage in their education.
- The vast majority of pupils make good progress in English and mathematics. This is because their learning needs are met well.
- Teaching is good because it is imaginative. Teaching assistants make a very significant contribution to pupils' progress.
- Each pupil tries very hard to live up to the high expectations of behaviour and attitudes set for them and as a result, behaviour improves rapidly and is good.
- Pupils say they feel safe and cared for well. This is because staff ensure that each pupil's individual needs are met with patience and kindness.
- The headteacher's excellent leadership has ensured good quality provision through a period of significant change. Leaders ensure that everyone knows how important they are and what part they play in the life of the school.
- As a result everyone works together as a team to help pupils achieve as well as they can. Staff are helped to improve their teaching and benefit from extensive coaching. This is supporting continuous development of the school.
- The governing body makes a very significant contribution to the school's leadership because governors ensure that their decisions make an outstanding contribution to the achievement of the pupils.

It is not yet an outstanding school because

- Information from checks on how well pupils are doing is not always used to identify what they need to do next.
- The processes used by middle leaders are not yet sufficiently detailed to enable them to check the quality of teaching with a sharp enough focus on the progress made by pupils.

Information about this inspection

- Inspectors observed nine lessons, two of which were observed jointly with the headteacher. The inspectors listened to pupils read in lessons and examined pupils' work in files and books.
- The inspectors took account of the school's procedures for safeguarding. They looked at the school development plan, leaders' evaluation of its strengths and weaknesses, curriculum and lesson planning, records of lesson observations, targets set for teachers, and documents that track pupils' academic and personal progress.
- Meetings were held with leaders, staff and two members of the local authority. A discussion was held with the Chair of the Governing Body and four other governors.
- Informal discussions were held with pupils.
- Inspectors took account of inspection questionnaires returned by 29 members of staff, together with the school's own surveys of the views of pupils, parents and staff. There were 10 responses to Parent View (the on-line questionnaire for parents).

Inspection team

Pauline Hilling-Smith, Lead inspector

Additional Inspector

Marilyn Massey

Additional Inspector

Full report

Information about this school

- All pupils have behavioural, social or emotional difficulties. A small minority have learning difficulties.
- The majority of pupils are boys.
- All pupils have a statement of special educational needs.
- The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of pupils from minority ethnic backgrounds is well below national averages.
- The proportion of pupils eligible for the pupil premium is above average. . The pupil premium is additional funding for those students who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Since the last inspection the age range has changed. It has become co-located with a Pupil Referral Unit (PRU) for primary-aged pupils. It now caters for Key Stage 1 and Key Stage 2 pupils only. It no longer has residential provision. The school and PRU together moved to the new site in May 2014.
- The headteacher of the PRU is now the interim headteacher of the school. She is a National Leader of Education. The school staff are also the staff of the PRU.
- The school and PRU staff contribute to extensive outreach provision and take part in arrangements associated with the status of the PRU as a teaching school and its partners.

What does the school need to do to improve further?

- Improve teaching in order to raise achievement further by ensuring that:
 - information gathered from checks on pupils' progress is always used to plan what they should do next
 - staff share the outstanding practice already available in the school.
- Improve the impact of the middle leaders on progress by refining the procedures they use when they are checking the quality of teaching and learning.

Inspection judgements

The achievement of pupils

is good

- Most pupils are working at levels lower than expected nationally when they join the school as a result of previous disruption to their learning and special educational needs. The vast majority of pupils make good progress. Compared to pupils nationally with similar starting points, the proportion of pupils who make better than the progress expected of them compares favourably with that found nationally. As a result, an increasing number of pupils, including the most able, leave the school with standards that are broadly average.
- The vast majority of pupils make good and sometimes remarkable progress in personal development, particularly in self-esteem and being able to see things from another person's point of view. This means that the majority of pupils become interested in learning and make good progress in English and mathematics.
- The school ensures that the assessment of the levels reached by pupils is accurate, as a result of the comparisons made with work done by pupils at similar levels in the school's partner primary schools.
- The system that track pupils' progress is meticulous. This means that any pupil who is not making the same or better progress expected of all pupils nationally is quickly identified and arrangements are put in place to prevent this happening.
- School data this year show that pupils' progress is notably swift in mathematics, where a third of pupils have made accelerated progress. This is because mathematics is led expertly.
- Achievement in reading is good, especially for pupils eligible for the additional funding. This is because it is well-organised and monitored and priority is given to daily reading.
- A small minority of parents who responded thought that their children did not make good progress. Inspectors agree that this was the case in the past, but now progress is improving rapidly.
- Primary school sport funding is used to good effect to support eligible pupils' learning and progress. As a result, a few pupils have attended trials at the city's football club.
- Pupils make notable progress in applying the skills they learn in classrooms because they have the opportunity to put them into practice in horse-riding sessions. In addition, a few pupils have reached high levels of performance in riding.
- Pupils in the outreach provision and those who transfer back into mainstream schools are usually successful in maintaining their place in those schools as a result of the effective support that they receive while at Bridgeview.

The quality of teaching

is good

- The quality of teaching has been maintained throughout the changes of site and transition of age group to primary. It is good and occasionally outstanding, because staff are skilled at enabling pupils to feel settled, interested in school work and keen to make good progress.
- The development of pupils' confidence, empathy and self-esteem is a strength because staff have expert knowledge in how to manage pupils with behavioural needs. As a result, pupils are interested in learning again, including English and mathematics.
- Teaching assistants contribute well to the achievement of the pupils through good support, for example, by identifying and rewarding pupils when they are behaving well or by working closely with individual pupils.
- Questioning is usually used well in classrooms and in books to deepen pupils' understanding. However, occasionally too many questions require only one-word answers or questions in books are too lengthy so pupils are unable to make a response which helps their understanding. When this happens, information from these checks is not fully helping pupils to know what they need to do next.
- Teachers, especially those of the younger pupils, are imaginative in how they design what they

ask pupils to do in lessons. For example, areas of learning are available on the balcony outside so that pupils can continue to take part in lessons even when they find it difficult to cope in the classroom.

- Good assessment of progress usually helps staff to set targets for pupils. However, as yet the monitoring of achievement by the middle leaders does not have a razor-sharp focus on the detail of pupils' progress, because the processes they use are not sufficiently detailed.
- Occasionally, targets set sometimes emphasise personal development at the expense of developing subject skills and understanding. This is because the now good assessment has not always been used as the basis of what the pupil can achieve in that subject. As a result, some opportunities to deepen knowledge are missed.
- A small minority of parents who responded do not agree strongly that their children are well taught or that they are given sufficient information about their child's progress. The school knows that this was the case in the past and arrangements to respond to requests from families are now well-organised.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Some pupils make remarkable progress in learning to manage their own behaviour. For example, pupils who, when they start at the school, need staff to regulate their behaviour at lunchtime, offer to clear up unaided after a period of time. Pupils are usually well-mannered and converse with staff when eating lunch, because staff model the required behaviour constantly.
- Staff are skilled in promoting a positive atmosphere in classrooms through being patient and by offering explanations and consequences and maintaining respect. Pupils behave well outside because the design of the outdoor area and equipment help them to succeed.
- The cornerstone of improving behaviour is the reward system. Points are meticulously recorded on an individual and class basis, which lead to experiences chosen by the class such, as a meal out.
- Pupils understand about bullying well. They say bullying is rare and any problems are dealt with, so it is not an issue.
- The school's procedures to keep pupils safe and secure are good. This is because information and records about behaviour are checked vigilantly by the school leader on pupils' behaviour and actions are taken based on the outcomes.
- Pupils say they feel safe as a result of the clear, strong relationships between staff and pupils. Others say they feel safe because they know who to go to if there is a problem and they get many opportunities to discuss issues in lessons.
- Students learn to keep themselves and others safe when they go horse-riding. For example, they understand that they must treat animals with caution and respect. Careful, thorough risk assessments are made when pupils go on residential or day trips.
- Attendance is improving as pupils increasingly enjoy coming to school and families are well supported by staff from the school's partnership team.
- The large majority of parents who responded on Parent View agree that their children are happy and safe at the school.

The leadership and management are outstanding

- The headteacher is a very effective leader. Ably supported by the assistant headteachers, she has steered the school exceptionally well through a change in its work and re-location to the new site. This staff turbulence also involved a reduction in staffing which was well managed. Her commitment to high quality education for the pupils has ensured that any negative impact has been kept to an absolute minimum.
- The leadership of teaching and performance is effective. Procedures for all leaders to check the

quality of teaching have a good impact. However, the headteacher knows that the role of the leaders of English and mathematics is not yet underpinned by sharp, detailed recording of pupil progress. This means that occasionally opportunities are missed to contribute more to extending pupils' progress when checking on the quality of learning. There is a clear and suitable link between teachers' performance and their progress along the pay scales.

- The school's system for ensuring that pupils do as well as they can is underpinned by meticulous record-keeping for each individual pupil. This reflects the school's commitment to ensuring that every pupil has an equal opportunity.
- Additional funds are used to good effect by providing additional opportunities for eligible pupils. It is clear that this funding is making a positive difference.
- The school has a deep and accurate view of its own performance. Improvement plans are effective. They reflect leaders' very strong commitment and the priorities in the very clear plan for the future of the school.
- Pupils' spiritual, moral, social and cultural development is excellent, because pupils are given many opportunities to develop spirituality and empathy, such as when they take part in music therapy.
- Learning is enriched by therapeutic experiences, visits and residential experiences. It gives priority to meeting pupils' well-being and learning needs. Partnership with the two mainstream schools which form the teaching school alliance is very effective in the school, playing a full part in the training of teachers and keeping in close contact with mainstream schooling.
- The partnership manager expertly ensures close partnership with health and other service personnel. This makes a very significant contribution to pupils' well-being. The school makes an excellent contribution to the teaching of pupils with behavioural needs in other schools, through the work it does with many mainstream schools.
- The local authority has worked well in partnership with the governors and headteacher to establish an effective service for all pupils in the local authority. External advice to the governing body has contributed well to them setting rigorous targets for the headteacher to be very effective in driving forward improvement for both school and wider provision.
- Partnership with parents is good and developing further as the school is settling into the new site.

■ **The governance of the school:**

- The governing body contributes very well to the leadership of the school. Governors are mostly educational experts themselves and are led by a very effective Chair. They hold school leaders stringently to account for what happens in the school and how its work is carried out. They have ensured that the welfare of the staff has been a priority throughout the turbulence. Members manage the budget effectively and make sure that all safeguarding procedures are thorough and meet requirements. They are clear about how additional funds have made an impact on individual pupils who are eligible. They have played an invaluable part in maintaining standards and morale through the changes and reduction in the number of staff. Governors are fully included in information about how well teachers are performing, and know about the quality of teaching and how this links to any increases in salary.

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	134633
Local authority	Kingston upon Hull City of
Inspection number	434605

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	23
Appropriate authority	The governing body
Chair	Simone Butterworth
Headteacher	Claire Patton
Date of previous school inspection	25 January 2012
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