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Mrs Susan Sutcliffe

Acting Headteacher

Education in Hospital 1 (Airedale) C/O Learning Support Service, Education Bradford

Bolling Road

Future House

Keighley

West Yorkshire

BD4 7EB

Dear Mrs Sutcliffe

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

Following my visit to your unit on 4 March 2015, 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 unit's previous monitoring inspection.

The inspection was the fifth monitoring inspection since the unit 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 Director of Children's Services for Bradford and as below.

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 fifth monitoring inspection on 4 March 2015.

Evidence

Meetings were held with the acting headteacher and senior leadership team, teachers, pupils and a parent. A meeting was held with the Chair of the Management Committee and a representative of the local authority, and a range of documentation relating to the review of the performance of the unit, including external reports, was examined and discussed. The inspector observed four lessons taught by three teachers and scrutinised pupils' work and the planning and assessments undertaken by the teachers. A visit was made to the school rooms at both Airedale and Bradford hospitals to observe and discuss teaching with all members of the Airedale hospital school teaching team.

Context

Since the last monitoring inspection the deputy headteacher and the assistant headteacher have taken on additional responsibilities for day-to-day management of Airedale and Bradford Royal Infirmary hospital schools due to the prolonged absence of the headteacher. An experienced leader was appointed in January 2015 to provide additional strategic leadership support for two days each week. Turbulence in teaching staff has continued; one teacher has resigned and was replaced by a new teacher in February 2015. The absences of two teachers are being covered by temporary teachers. Only one of the teachers was in post at the time of the section 5 inspection.

Achievement of pupils at the school

Typically, the age and ability of pupils attending classroom and ward teaching sessions range from four to 17 years. A greater focus on providing resources and planning work to match that which pupils would ordinarily have undertaken at school is helping to maintain continuity of learning. No significant differences are identified in the learning or progress for the two main groups of learners: pupils who are regular and recurrent admissions to the unit during the year, and those who attend for only one to four days. Teachers' assessments recorded on 'Daily Teaching Records' are identifying pupils' starting points and small steps in their progress increasingly clearly, particularly in reading, writing and mathematics. For example, a Key Stage 1 pupil who arrived unsure of knowing how to count securely acquired knowledge and skills to count to 60 in tens. In lessons, some pupils make rapid progress, for example from knowing only that Shakespeare wrote 'The Tempest' to quickly learning the plot, key characters and their characteristics. However, leaders are not analysing the data and information from the daily records well enough to know, for example, whether pupils in the early years, those with disabilities and special educational needs, and those who are disadvantaged, are achieving as well as other pupils.

The quality of teaching

New teachers, including temporary staff, are becoming more skilled in responding to changing circumstances. They are adapting their planning well in response to the needs of pupils recently admitted to hospital. Stimulating resources, more suited to younger pupils, are helping to engage and stimulate pupils' interest in learning. Guidance and coaching sessions in how to use resources are enabling staff to cope with the demands of teaching primary and secondary age pupils. Typically, children in the early years are developing number skills, early communication, writing and reading skills as a result of activities and tasks that encourage mark making, reading, problem solving and reasoning. Some teachers are starting to develop expertise, for example in using the resources well with pupils who have additional learning difficulties and special educational needs. Opportunities for emerging good practice to be shared across the teaching team are limited.

Older pupils are able to explain what they need to work on. For example, one pupil who was 'stuck' and unsure about how to work out area received individual tuition. In the focused session he learned and applied alternative strategies to help him calculate the area of rectangles and triangles. He was pleased with his progress, confident and eagerly returned for further teaching sessions during his short stay in hospital. Some teachers are highly skilled in questioning pupils during lessons and are effective in judging when and knowing how to extend and deepen learning. However, this aspect of teaching is not consistently strong across the team. Leaders know that this aspect requires improvement to ensure that pupils' progress accelerates and gaps in learning close swiftly.

Occasionally, students who are studying for examinations benefit from arrangements for specialist tuition from their regular teachers. This is starting to happen for students who regularly receive support through home tuition services and enables the work to be meaningful and pitched very precisely to the students' needs. Opportunities for developing such work to provide expert tuition in a range of subjects and enabling students to link with their school's teaching materials are currently constrained by poor information technology and networking issues.

Daily teaching records show more evidence of feedback and discussion of learning taking place between teachers and pupils.

Behaviour and safety of pupils

Attractive, high-quality resources and refurbishment of the school rooms has continued since the last inspection. This, in part, has encouraged pupils who are very short-term patients, attending for one or two days, to venture into the school room. Teachers are skilled in quickly making these pupils warmly welcome and encouraging them to take part in learning. Pupils enjoy the work and are appreciative of the resources and the individual attention they receive. They and

their parents are keen for them to keep on top of their school work and not fall behind. Greater confidence in teachers' knowledge of how to use the resources means they are increasingly able to provide more meaningful learning activities for different age groups and abilities. Systems for recording pupils' attendance in taught sessions are in place but leaders are not analysing the information well enough to check whether current provision is appealing to all groups of pupils equally.

The quality of leadership in and management of the school

Leaders have managed the disruption to the teaching team at Airedale hospital well through effective induction of newly appointed teachers and careful deployment of staff between this school and Bradford Royal Infirmary hospital school, a provision that they are also responsible for. Senior leaders' work to streamline systems by establishing the same expectations, policies and a common approach to training, curriculum planning and assessment across both institutions has provided them with the flexibility needed to maintain steady progress towards improving provision. No efforts have been spared in helping teachers to make the transition between both institutions including establishing identical resources, reading books and displays in both school rooms. Leaders know that teaching is developing as a result of checks that focus on consistency and compliance with systems across a changing teaching team. The strengths emerging in some teachers' work are not being used effectively to help other teachers to improve their practice and ensure the quality of teaching and learning improves rapidly.

Considerable information about pupils' learning and progress and their attendance is now available. However, this is not always analysed, evaluated or reported rigorously so that the senior leaders and the management committee do not have a clear picture about the impact the unit is having on the progress of different groups of pupils. Communication with schools about newly arriving pupils' eligibility for support through the pupil premium funding and feedback from schools about the impact of the unit's work in contributing to the continuity of learning of pupils who repeatedly attend the hospital school are two aspects that have been adversely affected by recent staffing and leadership changes. Responsibilities for picking up on these aspects have not been reassigned among the extended leadership team. The management committee is not sufficiently involved in evaluating the unit's work and holding new leaders to account because recent work to secure new buildings and resources for the other units it manages has deflected its attention from its key role.

External support

Officers from the local authority have kept the unit's progress under close review. Useful guidance and timely support on teaching and staffing matters have helped the management committee to deal with the many persistent and complex personnel issues involved in operating Airedale and two other pupil referral units. The need for additional training to sharpen the role of the management committee in evaluating the unit's work has become a more pressing priority in recent months. The Chair of

the Management Committee is beginning to address this point in response to clear recommendations and actions emerging in officers' latest reports.