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Mrs Bernadette Moorcroft
Headteacher
Tweendykes School
Midmere Avenue
Leads Road
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HU7 4PW

Dear Mrs Moorcroft

Short inspection of Tweendykes School

Following my visit to the school on 26 April 2016 with Tracy Millard, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since your predecessor school was judged to be outstanding in December 2012.

This school continues to be outstanding.

The leadership team has maintained the outstanding quality of education in the school since the last inspection. You and your senior leaders have high expectations and a deep commitment to every pupil achieving their absolute best. You systematically check whether you are 'getting it right' for pupils and are relentless in searching out ways to improve. Crucially, staff share your high expectations, passion and resolve, and work tirelessly to understand and meet each pupil's special educational needs.

Inspectors identified one area for improvement at the school's last inspection: to improve teaching by ensuring that teaching assistants are focused on supporting pupils' learning. You have tackled this area for improvement well. Teachers and teaching assistants have a clear and shared understanding of how to support every pupil's next steps in learning and work effectively in strong and cohesive class teams.

You and your senior team have a deep understanding of your school's strengths and the areas needing further work. Teachers' work is checked meticulously and pupils' well-being, learning and progress are always in the spotlight. You quickly identify when pupils are not making fast enough progress and take immediate action to get them back on track. The impact of your actions can be seen in pupils' excellent attitudes to learning and high rates of progress.

Governors share your high expectations and unwavering commitment to pupils and their families. They check the information and reports they receive and are robust in challenging you and senior leaders. Governors visit the school regularly, and as a result, are knowledgeable about important aspects of the school's effectiveness. They have not, however, ensured that the information on the school's website is up to date.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. You know your pupils exceptionally well and are alert to the things that make them vulnerable. Staff are vigilant, and case studies show that you take prompt and decisive action when it has been needed.

Sixth-form learners say that they feel safe because they have a voice and their views are respected and acted upon. Importantly, learners are learning how to stay safe, for example, when they are out in the community or using a computer or the internet. This helps them to be well prepared for the next stage of their lives.

At the heart of the school's work is a deep commitment to finding out what is important for each child and young person. You work closely with families and a wide range of other professionals and services to support and develop each pupil's physical health and emotional well-being as well as their educational achievement. Parents say that you 'go above and beyond' to ensure that their children are safe, happy and well.

Inspection findings

- The strengths identified in teaching, learning and assessment at the last inspection have been maintained and the quality of teaching has strengthened further. Learning activities are creatively and imaginatively designed to capture and hold pupils' interest. Pupils work hard and learn enthusiastically. They are keen to do well and show great pride in what they have achieved. Pupils' excellent attitudes have a strong and positive impact on their learning and development.
- Since the last inspection, you have improved the way you assess and track pupils' learning and progress. Teachers use a wide range of assessment strategies to pinpoint exactly how well pupils are doing. Learning activities are expertly matched to each pupil's needs, interests and levels of ability, and as a result, pupils learn well and make fast progress.
- In 2015, rates of progress in English and mathematics in key stages 1 to 4 were consistently high. Pupils made rapid progress in reading and writing. Rates of progress in mathematics were high, but not as high as in English. As a result, you have developed a new approach to improving pupils' confidence and fluency in working with numbers. Current pupils are making faster progress in mathematics and the gap between English and mathematics is already narrowing.

- Year 11 pupils achieved a range of entry-level and level 1 qualifications in 2015, for example, in communication, computer use, numeracy and sports leadership. Current Year 11 pupils are on track to achieve a wider range of higher level qualifications, including GCSEs in mathematics.
- Children in the early years provision make consistently strong progress. The development of their social communication skills is a significant strength. Each child's learning is exceptionally well supported, for example by the use of multi-sensory resources and symbol-based communication systems. As a result, children make rapid progress and gain in confidence and independence. This builds a solid foundation for their learning and development in key stage 1 and beyond.
- Sixth-form learners are confident and self-assured and have great pride in themselves and their work. They are ambitious for the future and want to make a positive contribution in the communities where they live. Study programmes in the sixth form include an increasingly wide range of vocational courses, work placements and supported internships. As a result, learners acquire and develop the skills and qualities they need to be as independent and work-ready as possible. Transition support planning is effective and all current Year 14 learners have secured a college place, training placement or employment.
- Since the last inspection, you have strengthened the school's role in supporting children and young people who have special educational needs or disability in other schools. The unequivocally positive feedback from these schools is testament to the improving quality and impact of your wider work in the local area.
- Pupils' personal and social development and their strikingly positive attitudes to learning stand out as strengths of your school. It is no surprise, therefore, that sixth-form learners say their school is 'totally awesome' and parents talk about the 'transformational' difference you have made to their children's lives.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the school's website is kept up to date and includes all the information schools are required to publish
- the strategies that you have developed for improving pupils' confidence and fluency in working with numbers are fully embedded.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for the City of Kingston upon Hull. This letter will be published on the Ofsted website.

Yours sincerely

Nick Whittaker
Her Majesty's Inspector

Information about the inspection

Inspectors met with you and other senior and middle leaders, sixth-form learners and representatives from the governing body and academy trust. Inspectors visited lessons with senior leaders, looked at the work in pupils' books and folders, and talked to them about their learning. Inspectors considered the survey results from Parent View and examined a range of documents including: information about safeguarding; the school's self-evaluation; the school improvement plan; information about pupils' progress; and the school's survey of stakeholder views.