

Inspection of a good school: New Fosseway School

Bridge Learning Campus, Teyfant Road, Hartcliffe, Bristol BS13 0RG

Inspection dates: 10 and 11 January 2023

Outcome

New Fosseway School continues to be a good school.

What is it like to attend this school?

Pupils are happy at New Fosseway School. One pupil described it as 'my second home'. Staff know pupils well. Relationships are strong. Staff help pupils to express their emotions and, as a result, pupils feel safe and behave well. Pupils help each other, and they say that bullying does not happen. They feel that staff would resolve it quickly if it did occur.

Staff are ambitious for pupils. They want them to become independent adults, who are active citizens. Leaders provide many experiences for pupils to engage with the local community and develop social skills. For example, in the sixth form, students value opportunities to work in the school's community café.

Leaders have given much thought to the structure of the curriculum. Staff use this to plan pupils' learning with care. They use pupils' education, health and care (EHC) plans to set individual targets. Pupils have a wide range of learning needs. Staff skilfully adapt the curriculum to meet pupils' needs. Pupils make progress and can talk about what they have learned and how their teachers help them to learn.

What does the school do well and what does it need to do better?

Pupils have complex learning needs. Staff recognise this. They find creative ways to develop the communication skills of their pupils. For example, they use musical cues skilfully to help pupils communicate effectively. Staff use every opportunity to talk with pupils. This builds their knowledge, skills and confidence. As a result, pupils make great strides in their ability to interact with others.

Leaders have crafted an ambitious curriculum. It is broad and well sequenced. Staff use assessment well to check pupils' understanding. New knowledge builds on pupils' prior learning. In most subjects, the curriculum is well matched to pupils' precise needs. However, this is not the case in all subjects. Where it is weaker, some pupils do not make the progress of which they are capable.

The school's sixth form has an ambitious curriculum. It successfully develops students' independence. The main programme of study is delivered at The City of Bristol College. Students enjoy their college-based courses, which lead them to further education and learning. The school provides high-quality impartial careers advice. It measures its success against the Gatsby benchmarks. Students transition to positive destinations at the end of their time at the school.

Leaders have planned a well-structured approach to the teaching of reading. This is in place across the school and includes a systematic, synthetic phonics programme. Pupils read books that match the sounds that they know, so they can practise reading with fluency and accuracy. The wider teaching of reading is well matched to the interests and needs of pupils. As a result, pupils develop their reading skills well.

Leaders have introduced a new behaviour system. This is based on understanding why pupils behave as they do. Staff analyse trends and patterns to plan what additional help might be needed. This is having a positive impact. Behaviour within and beyond classrooms is good. Incidents of poor behaviour are reducing.

Pupils' personal development is a strength of the school. Staff are passionate about pupils becoming successful adults. Leaders have been innovative in creating opportunities for pupils. Many links are in place with local businesses, industry and places of cultural and sporting interest. Pupils enjoy these activities, which widen their knowledge and understanding of the world. Leaders have employed a range of therapists to support pupils' physical and mental health.

Staff appreciate leaders' consideration of their workload. They know that leaders are supportive and care for their well-being and mental health. Staff say that leaders are approachable. They know that requests for different types of support will be listened to and considered.

Governors are aware of their statutory responsibilities. They know the school well and hold leaders to account.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. They have ensured that staff are well trained and know how to keep pupils safe. Staff understand how to act if they have any concerns. Pupils feel safe and are confident in speaking to staff.

Leaders work closely with their safeguarding partners. They welcome their views. As a result, leaders have made appropriate changes to their safeguarding systems. Staff share information and follow up issues quickly. Systems are robust and responsive. Leaders ensure that they recruit staff who are suitable to work with pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is not well matched to meet the learning needs of all pupils. As a result, some pupils do not make the progress of which they are capable. Leaders should continue to develop the curriculum in all subjects, so that it is consistently well sequenced and implemented.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	109393
Local authority	Bristol City of
Inspection number	10227063
Type of school	Special
School category	Maintained
Age range of pupils	4 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	149
Of which, number on roll in the sixth form	32
Appropriate authority	The governing body
Chair of governing body	Sarah Ackroyd
Headteacher	Tonya Hill
Website	www.newfossewayschool.co.uk
Date of previous inspection	21 February 2017, under section 8 of the Education Act 2005

Information about this school

- New Fosseway School is a special school for children and young people identified as having severe or profound learning difficulties from the ages of 4 to 19. All pupils have an EHC plan.
- The school does not use any alternative provision.
- The headteacher has been in post since September 2018.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in the following subjects: early reading, English, mathematics, music and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, looked at a range of pupils' work and held discussions with teachers and pupils.
- Inspectors met with the headteacher and other members of the leadership team.
- The lead inspector met with representatives of the governing body.
- The lead inspector held a phone call with the school's improvement partner.
- Inspectors examined the school's arrangements for safeguarding by meeting with the designated lead for safeguarding. They also scrutinised policies, procedures and record-keeping and reviewed the safeguarding checks made on staff when they are recruited.
- Inspectors spoke to pupils around the school site and held meetings with boys, girls, and mixed groups of pupils.
- Inspectors reviewed a range of school documents, including policies and record-keeping for behaviour management, exclusions and attendance.
- Inspectors considered the responses to Ofsted Parent View, the online inspection questionnaire, including the free-text comments, and responses to the staff survey.

Inspection team

Malcolm Willis, lead inspector

Ofsted Inspector

Hilary Goddard

Ofsted Inspector

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