

Inspection of Bank View School

177 Long Lane, Liverpool, Merseyside L9 6AD

Inspection dates:	24 and 25 September 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Previous inspection grade	Outstanding

What is it like to attend this school?

Bank View School is an exceptional school where pupils achieve their dreams and ambitions. Pupils experience a rich and exciting curriculum. They participate in the many clubs and activities that school offers, such as performing arts, games club, yoga and judo. The school harnesses pupils' skills and interests, for example in sports and music.

Pupils enjoy the many enrichment and cultural activities that the school has to offer. Exciting residential trips allow pupils to experience the outdoors and learn new skills such as skiing or rock climbing. The student council visited the Houses of Parliament and listened to a debate, which helped to develop the pupils' understanding of democracy. Trips to the theatre give pupils a deeper knowledge of the play or novel that they have studied. There are high expectations for all pupils' achievements, and in this school, pupils achieve exceptionally well.

Pupils have strong and trusting relationships with the adults in school. Adults model positive behaviours, and pupils learn to be kind and respectful to others. The school's environment is calm and friendly. Pupils enjoy socialising with their friends at social times. Younger children love the exciting play equipment. Staff teach pupils how to take turns and share. Pupils learn to play well with their friends. Older pupils join together for a game of football or enjoy time chatting together.

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

The school's curriculum takes account of the wide range of pupils' special educational needs and/or disabilities. It is broad, ambitious, exciting and follows the national curriculum. The school has ensured that all pupils can access the curriculum and learn remarkably well. From their starting points, pupils achieve highly.

Learning to read is a priority. Younger pupils enjoy learning their letters and sounds through song, rhyme and poetry. Older pupils who are still in the early stage of learning to read have age-appropriate books and resources. Pupils enjoy reading together in class and in the comfortable library areas which are available across the school. Specialist support is scheduled for pupils who need further help with reading. Pupils read a wide range of novels, non-fiction and poetry books that ignite their imagination and transport them to other cultures and times. Students in the sixth form use their reading skills to support their independence when they use public travel, shop for food or follow instructions. The secure culture of reading has ensured that pupils develop a love of reading. A high number of pupils learn to read with confidence.

Staff are skilled at presenting knowledge clearly and checking pupils' understanding. The curriculum provides regular opportunities for pupils to revisit knowledge to help them remember prior learning. When required, the education, health and care plan (EHC plan) outcomes are broken down into small steps of learning. This helps pupils to easily build on their prior knowledge and also allows staff to shape further teaching.

Pupils have very positive attitudes to learning. They enjoy school and are routinely eager to learn in lessons. From an early age, pupils are taught how to identify their feelings and

emotions. They understand how their feelings can shape their behaviour. Over time, this insight helps pupils to manage their own behaviour. Pupils also learn which strategies will help them to regulate their behaviour, for example a short walk outside or some physical activity.

The school closely monitors the attendance of pupils. It takes swift and effective action when a pupil's attendance dips. The school works together with families and external agencies to encourage and maintain good attendance.

The school's work to support pupils' personal development is highly effective. The school has ensured that personal development opportunities are embedded throughout the curriculum. For example, pupils learn to listen to other points of view. Pupils in Year 11 attend a local college one morning per week to prepare them for post-16 provision. Sixth-form students undertake a pre-internship course in a local hotel to gain skills that prepare them for the world of work. Older pupils reflected on their time in school and told inspectors that they are very proud of their personal achievements.

A well-thought-through careers programme opens pupils' minds to the wide range of opportunities that are available for them when they leave school. Through subject curriculums, pupils are taught about different careers. Employers and professionals come into school to talk to different age groups of pupils about their work. Careers fairs allow pupils to gain further information about jobs, training or college. The school ensures that pupils are ready for their next stage in education, employment or training.

Since the previous inspection, the number of pupils has increased significantly. Throughout this development, governors and the school have worked tirelessly to ensure that the school's values, ethos and vision are secure and consistent across all of the school's sites.

The school has ensured that staff have effective opportunities for professional development. Staff workload and well-being is a priority. A wide range of opportunities are available for staff to support their well-being, for example yoga, use of a gym and focused staff support groups.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	133441
Local authority	Liverpool
Inspection number	10348237
Type of school	All-through Special
School category	Community special
Age range of pupils	5 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	405
Of which, number on roll in the sixth form	40
Appropriate authority	The governing body
Chair of governing body	Alan Jackson
Headteacher	Juliette Gelling
Website	www.bvhs.co.uk
Dates of previous inspection	21 and 22 March 2019, under section 5 of the Education Act 2005.

Information about this school

- Since the previous inspection, the number of pupils on roll has increased from 204 to 405.
- The school uses two registered alternative provisions.
- The school uses three premises. The main school site is on Long Lane, Liverpool. There is a primary site based in Moss Way, Liverpool and a base for key stage 3 pupils on Ganworth Road, Liverpool.
- All pupils have an EHC plan. The school caters for pupils with specific learning difficulties, visual impairments, hearing impairments, speech, language and communication needs, autism, social, emotional and mental health, physical disability, moderate learning difficulties and severe learning difficulties.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors met with the headteacher and senior school leaders, subject leaders and members of the governing body, including the chair of the governing body. An inspector also spoke with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: English, including early reading; mathematics; art and design; religious education; and personal, social, health and economic education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects and visited a sample of lessons.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of documents, including policies and analyses of pupils' behaviour and attendance.
- Inspectors spoke to some pupils and staff about the school. They also observed pupils' behaviour during lunchtimes and breaktimes.
- Inspectors considered the responses to Ofsted's online surveys for staff. There were no responses to the pupil survey to consider.
- Inspectors also considered the views of parents and carers expressed through Ofsted Parent View, including the free-text responses.

Inspection team

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