



Bridgeview

Inspection Report

Unique Reference Number 134633
LEA Kingston-upon-Hull
Inspection number 282625
Inspection dates 4 May 2006 to 5 May 2006
Reporting inspector Mr Alastair Younger

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Special	School address	Ferriby Road
School category	Community special		Hessle
Age range of pupils	7 to 16		East Yorkshire HU13 0HR
Gender of pupils	Mixed	Telephone number	01482 640115
Number on roll	83	Fax number	01482 646603
Appropriate authority	The governing body	Chair of governors	Mr Derek Masson
Date of previous inspection	1 January 2000	Headteacher	Mr Ed Sykes

Age group	Inspection dates	Inspection number
7 to 16	4 May 2006 - 5 May 2006	282625

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a day and residential school for boys and girls aged 7 to 16 who exhibit severe emotional and behavioural difficulties. There are 83 pupils on roll and 54 of them board during the week. All pupils have statements of special educational need. All pupils are white British. Fourteen pupils are looked after by their local authority. Pupils are drawn from a very wide area; many come from socially and economically disadvantaged homes and attainment on entry is usually low. Nine Year 10 and 11 pupils with more complex difficulties attend a recently opened unit known as 'The House'. The school has emerged from a period of instability in which there were many staff changes.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Bridgeview is a satisfactory school which gives satisfactory value for money. This matches its self-evaluation. After a very unsettled past the school is rapidly improving and is well placed to keep doing so. Pupils and parents express positive views and the school's reputation in the community is rising.

Teaching and learning are satisfactory. As a result, pupils make satisfactory progress in their schoolwork. Many teachers are recently appointed; most have a good understanding of the subjects they teach but a few have not yet mastered the nuances of managing misbehaviour in the classroom. This means that valuable learning time is occasionally lost, slowing progress. Nevertheless, pupils' behaviour is satisfactory. In activities supervised by senior and experienced staff, it is often good. Most pupils attend regularly and try hard to overcome their difficulties. Their spiritual, moral, social and cultural development is good. The curriculum is satisfactory and improving fast. Learners are well cared for in a supportive and safe environment. Close and effective links with parents and support agencies contribute to pupil's learning and welfare by the preparation of good quality individual education and personal plans. Leadership and management are satisfactory. The headteacher is a strong guiding force and is effectively steering the school back to its former high standing. Improvement planning, however, is not focused enough on raising standards as identified by the schools satisfactory self-evaluation. Governors are very supportive and suitably critical, but are not getting into school enough to see for themselves what life in school is like for staff and pupils.

What the school should do to improve further

- Increase the rate of learning in lessons by making sure that the management of behaviour is good in all classes.
- Strengthen the quality of improvement planning by aligning it with the areas for development arising from the school's self-evaluation.

Achievement and standards

Grade: 3

Achievement is satisfactory. From a low starting point pupils progress satisfactorily, as measured against their individual targets. These targets are set at annual reviews and reflect the realistically challenging expectations of staff, pupils and their parents. Last year, pupils achieved about 90% of their targets for reading and mathematics. The attainment on entry has been falling for several years; this is because of an increase in recent years in the complexity and severity of pupils' emotional and behavioural difficulties. Last year's results in English tests at the end of Year 6 were below the national average. Over half of the pupils were performing at levels expected of Year 2 pupils in mainstream schools. Even though pupils make satisfactory progress, the standard they meet before leaving remains much lower than pupils in mainstream schools and only a few Year 11 pupils leave with more than two GCSE passes in the

lower grades. Many pupils, however, gain satisfactory vocational qualifications at the local college. No exam results are yet available for pupils in 'The House' but they are meeting their targets and attending well. The progress of looked after pupils is closely monitored and shows that they achieve equally with other pupils. This is also the case with the small group of girls.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Their spiritual, moral, social and cultural development is good. Parents report their children enjoy school and most pupils agree. Many communal meetings give pupils opportunities to celebrate their achievements and share their thoughts, worries and experiences. Pupils develop a good sense of community in class and in the dormitory social groups. Raising funds for the 'Africa Appeal', visiting synagogues and temples, and a wide range of visitors to the school all extend pupils' cultural awareness. Attitudes are good and behaviour satisfactory. There are very few exclusions. Pupils are wholehearted in their participation in sporting and leisure activities but occasionally less so in class, where their underlying behavioural difficulties more often emerge and slow their learning down. Attendance is good. It is better than the average for similar schools and does not deteriorate in Years 10 and 11. Last term, 20 pupils achieved 100% attendance. Pupils make good progress in learning how to live healthier lifestyles and look after themselves. Almost a third say that physical education is their favourite subject. They learn how to relate well to other people and this boosts their prospects of economic well-being. Pupils participate in a number of community activities, such as Scouts and Guides, and entertain local residents in school events.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Differences in the quality of teaching usually relate to the effectiveness of teachers' management of behaviour. Several more recently appointed teachers have previously worked in mainstream schools. They have good subject knowledge but are still learning the subtleties of behaviour management. The most effective teachers are good at reading the signs and preventing misbehaviour. They use a wide range of well practised strategies to prevent any escalation and know when to put pressure on pupils and when to relax it. They do not nag. Less effective practice is seen when teachers become oversensitive to minor irritations and create too many interruptions to the flow of learning, making their anxieties known to pupils. Occasionally, this leads to an escalation of misbehaviour and the cessation of learning. Lessons usually get off to a prompt, purposeful start because teachers are well prepared and classroom assistants well briefed. Planning occasionally focuses too much on what will be taught, and how, but not enough on what pupils are expected to learn. Individual needs are satisfactorily met, but occasionally this is by giving pupils extra adult support

rather than by varying tasks so that all pupils can work with a similar degree of independence.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It is well enriched, especially by activities in the residence, which encourage learning and development to carry on outside the classroom. There is a suitable focus on numeracy, literacy and information and communication technology (ICT) and requirements to teach the National Curriculum are met. Pupils particularly enjoy PE and ICT, and science is growing in popularity as more practical work is being introduced. A good balance between academic and work-based learning has been achieved in 'The House'. Most Key Stage 4 pupils are satisfactorily served by a curriculum which consists of placements in colleges with training providers and includes experience in the workplace.

Care, guidance and support

Grade: 2

Pupils are well cared for. In the words of the most recent CSCI report, 'Bridgeview is a safe place for children'. All potential risk is assessed and there are regular health and safety checks. Behaviour is closely monitored. Every adult who has contact with pupils is carefully vetted. Close checks are kept on children being looked after by the local authority; these reveal that these pupils are at no disadvantage in school. A good check is kept on attendance and the school works closely and effectively with parents and a wide range of childcare agencies. Pupils are listened to and the school council is active and influential. Good attention is paid to keeping older pupils informed about their future options and careers' guidance exceeds statutory requirements. Pupils' progress in reading and mathematics is formally tested twice yearly. The information gained contributes to thorough reviews and the preparation of good individual education and personal plans.

Leadership and management

Grade: 3

Leadership, management and governance are satisfactory. The drive of the headteacher has been instrumental in helping the school to recover from its troubled past. Pupils, parents, other agencies and the local authority hold him in considerable esteem. He has been well supported by senior staff during the long term absence of the deputy headteacher. The focus for improvement has been shifted from maintaining order to preventing disorder, by improving the curriculum and teaching and learning. This was initially hindered by an exceptionally high level of staff turnover and widespread demoralisation. This situation, especially amongst teaching staff, has now stabilised, morale is good and the school runs smoothly. The school's self-evaluation is satisfactory in that it correctly identifies the main strengths and weaknesses. It has not, however, been used effectively enough to prioritise areas for raising standards that are included

in the school improvement plan. Governors are supportive and questioning. They play an important role in managing staffing and the premises but do not get into school enough to see for themselves what life is like for staff and pupils at Bridgeview.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

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Bridgeview

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8 May 2006

Dear Pupils

I've just returned from a very pleasant couple of days in your school. Thank you for making me so welcome and sparing time to chat to me about life in school. Special thanks to the lad who showed me round the residence.

I visited Bridgeview to see how you were getting on and if there was anything I could suggest to make the school better. The truth is that Mr Sykes is pretty much on top of things and doesn't really need my help. Most of you are making satisfactory progress in class. You could do better though, especially if you behaved well in all lessons, not just the ones you like. Some of you need a bit more help here so I'm asking staff to keep finding new ways of helping you to behave. I liked 'The House'; it's early days yet but you seem to be getting on well over there. Good luck with the garden. It's always hard being away from home at night but it was good to see you enjoying your activities in the residence. I think you must know that you're being well looked after and it's good to see how well you usually get on with each other and with staff. All schools regularly check for themselves how they are doing and come up with ideas for improvement. I'm hoping that yours is going to look at how to create closer links between the two.

I wonder if any of you know what a 'governor' looks like or what they do. If you don't I hope you soon will because I've suggested that governors should get into school to see what life at Bridgeview is like. I hope you'll make them welcome to encourage them to keep visiting.

All the best.

Alastair Younger

(Lead Inspector)