



Tweendykes School

Inspection Report

Unique Reference Number 118141
Local Authority Kingston-upon-Hull
Inspection number 291034
Inspection dates 21–22 September 2006
Reporting inspector David Smith

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

Type of school	Special	School address	Tweendykes Road
School category	Community special		Hull
Age range of pupils	3–16		HU7 4XJ
Gender of pupils	Mixed	Telephone number	01482 826508
Number on roll (school)	83	Fax number	01482 839597
Appropriate authority	The governing body	Chair	Mr John Barnes
		Headteacher	Mrs Bernadette Dobson
Date of previous school inspection	Not previously inspected		

Age group	Inspection dates	Inspection number
3–16	21–22 September 2006	291034

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Tweendykes is a school for pupils with severe learning difficulties, profound and multiple learning difficulties and autistic spectrum disorders. Consequently, pupils' attainment on entry to the school is well below average. There are significantly more boys than girls in the school. A small minority of pupils attend school from a neighbouring Local Authority, but the majority live in Hull. A large percentage of the pupils are eligible for free school meals and six pupils are in public care. Almost all the pupils are White British. The school has been awarded the Sportsmark Gold and Positive Health in Schools' Award. The school is subject to re-organisation proposals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Tweendykes is a good school and gives good value for money. The headteacher provides high levels of energy and vision to help promote continual improvement. Since the last inspection, there has been a determined and successful drive amongst all staff to improve pupils' performance and, as a result, they achieve well. However, due to pupils' learning difficulties and disabilities comparison with national standards is not appropriate. Provision for children in the Foundation Stage is good. As a result, they make a good start to school. As they move through school pupils are prepared effectively for the next stage of their education.

Teaching is good with high expectations and effective teamwork that challenges pupils to make good progress in their learning. A positive work ethic is developed throughout the school and there is an effective focus on teaching the basic skills of literacy and numeracy. Pupils are exceptionally well cared for. As a result, they feel safe, are at ease in the school and are confident that support is available when required. However, the wealth of assessment information is not always used rigorously enough to ensure that pupils' targets for learning are sharply focused enough. Pupils are very keen to take part in the good range of activities during the school day and lunchtimes that make their learning exciting and fun. These make a particularly good contribution to pupils' physical activity and development. Members of the school council commented that they 'would like some after school clubs and residential trips', to extend their opportunities to learn and play together. The inspection confirms that this would enhance the curriculum further and provide more opportunities for pupils to develop their personal skills. The school is currently extending the range of courses for older pupils to ensure that the school keeps up-to-date with pupils' learning needs.

Pupils' excellent attitudes and exceptional relationships are evident in this very happy and orderly school. Pupils enjoy taking on responsibilities and some take the initiative, for example, to help each other as 'buddies'. Challenging behaviour is managed effectively and pupils behave well. Pupils thoroughly enjoy attending school and despite the impact of unavoidable time missed due to illness, pupils' attendance is good. The school provides nutritious and healthy food that ensures pupils learn how to lead healthy lifestyles. Parents feel very welcome in the school and one commented that 'the school has a proper open door policy'.

What the school should do to improve further

- Develop the role of the subject leaders to increase their influence on raising pupils' achievement and school improvement.
- Improve the consistency and rigour in which assessment information is used to set pupils' individual learning targets and by teachers' in their planning.
- The availability of extra-curricular activities outside of the school day.

Achievement and standards

Grade: 2

The school has worked hard to improve their assessment systems and now has accurate data to demonstrate that pupils' achievement is good. This is consistent across the school including the achievement of pupils who are eligible for free school meals and those in public care. Pupils make good progress towards their targets across the range of pupils' learning difficulties and disabilities and this is the same for boys and girls. Children in the Foundation Stage quickly settle into their exciting learning environment, make rapid progress and achieve well. The school has a strong and successful focus on improving pupils' communication skills and the speech and language therapists effectively support their learning. Every opportunity is taken to consolidate and extend pupils' literacy and numeracy skills. Pupils' achievement in physical education is a strength of the school. Older pupils achieve good success in a widening range of external accreditation that meet their individual learning needs well. However, the school has recognised that a few pupils could make slightly better progress if assessment information was used more rigorously to focus their learning.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good and they are a credit to the school. Their spiritual, moral, social and cultural development is good. The curriculum projects, for example, make a good contribution to these aspects of pupils' personal development. The younger children and pupils have excellent play facilities and they take full advantage during their very busy breaks. The school council makes a good contribution to the day-to-day life in school. Their current priority is to ensure that the plan to create an exciting play area for senior pupils is put into action as soon as possible. The staff team have the expertise to manage challenging behaviour and, as a result, behaviour is good. The school does all it can to promote attendance and pupils are extremely keen to attend school whenever they can. One parent commented that their son 'goes to school a very happy child'. The school's national awards reflect pupils' willingness to lead healthy lifestyles and their extremely good response to advice from staff to stay safe.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and this confirms the school's own view of this aspect of their provision. Staff have high expectations, work very well as a team and challenge pupils to make good progress in their learning. Staff value and celebrate the progress achieved by all pupils and morale is high. Learning is active, enjoyable and effective use is made of the available time. Teaching in the Foundation Stage is

inspirational and this newly formed group are particularly well set to make rapid progress. Although teachers' use of assessment information is good overall, there are occasions when a few pupils could be stretched more in some aspects of their learning.

Curriculum and other activities

Grade: 2

The curriculum and provision of enrichment activities are good. The staff team are particularly skilled at planning and teaching exciting projects. The current project based on the local fishing industry links well to all aspects of the curriculum, makes good use of the locality and is boosted by the high quality work of visiting artists. Staff are working hard to ensure that the curriculum for the older pupils is more distinct and age appropriate. These pupils particularly enjoy the practical activities provided at a local agricultural college and other work-related activities. The school is extending its good links with mainstream schools to increase opportunities for pupils to take part in practical and investigative work in science and design and technology. Information and communication technology (ICT) resources have been improved and good use is made of the equipment. Extra-curricular clubs and activities at lunchtime are exciting and pupils are keen to attend. However, few after school clubs and residential visits are provided. As a result, opportunities are missed to provide pupils with experiences for them to practise their independent living skills in real situations.

Care, guidance and support

Grade: 2

There are high levels of commitment from the staff to pupils' welfare and consequently they provide exceptional levels of care in a generally safe environment. Arrangements for safeguarding pupils are thorough. Child protection, risk assessment and health and safety policies and practice are all at the forefront of the school's work. There are the highest levels of respect for the personal dignity of others and pupils show real concern for the safety and well-being of each other. Pupils comment that they 'can let a member of staff know if they are unhappy'. Parents and carers are confident that their child is well cared for in school. Assessment information is used well on a day-to-day basis, but it is not used consistently well enough to ensure that targets in all pupils' individual plans are always sharply focussed on what they need to learn next.

Leadership and management

Grade: 2

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The headteacher provides a vibrant sense of purpose. She is effectively supported by the senior leaders and governors. As a result, the school has made good progress since the last inspection. Senior leaders very effectively monitor and evaluate the quality of teaching and learning. However, the contribution of subject leaders to this process, such as checking the use of assessment information to set pupils' individual

targets, is under-developed. Ways of ensuring equality of opportunity are robustly and actively pursued for all pupils. The staff team ensures that the barriers posed by limitations in the school's accommodation for example, in science do not limit pupils' achievement and personal development. Good links exist with parents and external agencies to reinforce the work of the school.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

To the pupils of:

Tweendykes School

Tweendykes Road

Hull

HU7 4XJ

21 September 2006

Dear Pupils

I thoroughly enjoyed my visit to your good school. You made me feel very welcome and I felt privileged to listen to and watch one of your assemblies. Also your fishing project was exciting and involved lots of activities. I know that you are very keen to improve the seniors' play area and I hope that your wishes are granted.

This is what I found out about your school:

- the staff work very well as a team and ensure that you are exceptionally well cared for and looked after
- you thoroughly enjoy being at school and behave well
- you have exceptionally good physical activities helping you to stay healthy
- your lessons are interesting and you make good progress in your learning
- the headteacher, staff and governors work hard to ensure that your school keeps improving.

Even though I think your school is good, I have asked the headteacher to ensure the following improvements:

- ensure that your targets and learning are not too easy or difficult
- provide you with some clubs and activities out of school time
- make sure that all of the subjects you are taught are managed really well.

I hope that you will continue to help each other, work hard and thoroughly enjoy your time in school. The staff are very proud of you and you can help them to make your school even better.

Yours sincerely

David Smith

(Lead inspector)