

# Bridgeview

## Inspection report

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<b>Unique Reference Number</b>	134633
<b>Local Authority</b>	Kingston-upon-Hull
<b>Inspection number</b>	328941
<b>Inspection dates</b>	16–17 September 2008
<b>Reporting inspector</b>	Noreen Buckingham

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

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**Boarding provision**  
**Social care URN**  
**Social care inspector**

The inspection of social care was carried out under the Care Standards Act 2000.

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	7–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	69
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Derek Masson
<b>Headteacher</b>	Mr Ed Sykes
<b>Date of previous school inspection</b>	1 May 2006
<b>School address</b>	Ferriby Road Hessle East Yorkshire HU13 0HR
<b>Telephone number</b>	01482 640115
<b>Fax number</b>	01482 646603

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<b>Age group</b>	7–16
<b>Inspection dates</b>	16–17 September 2008
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## Introduction

This was a single integrated inspection of education and social care (welfare). Social care was inspected under the Care Standards Act 2000. The inspection was carried out by an Additional Inspector over two days and two Social Care Inspectors over three days each.

## Description of the school

Bridgeview is a maintained special school providing day and residential education for pupils in Key Stages 2, 3 and 4 who have behavioural, social and emotional difficulties (BSED). Each pupil has a statement of special educational need. Attainment on entry is low, mainly because of pupils' previous poor behaviour and attendance. Of the 69 pupils on roll only six are girls. All except two are of White British origin. Currently 40 pupils access the boarding provision in 7 dormitories. The school admits pupils from Hull and other nearby local authorities.

## 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. Many aspects of the school are good but inadequate levels of supervision of pupils at night were highlighted during the inspection. The headteacher, head of care and senior management team have taken this on board and reacted quickly and positively to resolve it with immediate effect. A strong staff team works together well to provide pupils with a good education. This has resulted in good improvement since the last inspection and the capacity to continue improving is good.

Pupils' achieve well as a result of good teaching, effective behaviour management and positive relationships between all adults and pupils. These give pupils the confidence to be themselves and develop into responsible young people. The school is increasing the number of externally accredited courses it offers and older pupils realise that the wide range of vocational courses provides them with a solid base for their future.

Good academic achievement, coupled with the good progress they make in their behaviour and personal development, add considerably to improving pupils' future prospects. National tests show that pupils are making good progress and it is only in English at Key Stage 3 when the rate of progress does not match other core subjects. The school is aware of this and is targeting this area for improvement. By the time they leave, many pupils have achieved success in gaining a clutch of good GCSEs and other accreditations. Lessons are interesting and pupils particularly enjoy practical activities. Good, positive and trusting relationships not only support learning, but also pupils' personal development. Pupils grow in confidence and because behaviour is well managed, there is little disruption to lessons. During the inspection behaviour was good. There have been no exclusions for some time and attendance at around 90% is good for this type of school. Pupils learn about other faiths and sponsor children in other countries but their understanding of the social diversity within society is not well developed.

The wide range of activities both in and after school, mean that the curriculum has a significant impact, not only on pupils' academic achievements, but also in promoting their personal development. The curriculum meets national requirements and goes beyond them by giving pupils many experiences that enhance their lives. Pupils are well cared for in school and parents support this view. They are well supported in all areas of their lives and a wide range of individual plans are monitored carefully by school and boarding staff. The headteacher leads the school with drive and determination and has a clear vision for the future. He is well supported by the senior management team, all staff and governors. He has the confidence of parents and ensures that pupils are given the best education possible. Nevertheless, leadership and management are judged satisfactory overall because of the supervision issue raised by social care inspectors.

## Effectiveness of boarding provision

### Grade: 4

The quality of boarding is inadequate but has some good and outstanding features. The school meets most of the National Minimum Standards though some shortfalls are significant and compromise the welfare of pupils.

Children's admissions to the school are well planned with children and their family or carers visiting the school beforehand. Admission information, the needs of children and their health and care plans are regularly reviewed to reflect children's progress and development and help them to make further achievements. Care and teaching staff work very well together to

encourage children's personal, social, and educational development. This whole school approach to helping children enjoy their time and achieve individual goals is outstanding. Activities are particularly well planned and link directly to students' personal education and care plans.

The school has a clear policy on medication; however, the administration record for prescribed medication is not being consistently completed. This places doubt about whether students are receiving medication as prescribed and could place their health at risk. Staff are proactive at promoting healthy lifestyles. The school provides good outcomes for pupils in health and medical matters.

Policies and procedures for dealing with health and safety, unauthorised absences, complaints, privacy and confidentiality are sound and understood by staff and pupils. The school's recruitment policy and procedures are sound, however, in practice the policy is not consistently followed with regards to recording that all of these safeguards have been carried out.

The school is inconsistent in how it manages safeguarding arrangements. Staff are clear about reporting and prompt referrals are made to external agencies. However, senior staff are not recording the action they take which makes it difficult to assess whether their response safeguards students in all cases. In some cases the school has not responded adequately to ensure that students' welfare is safeguarded at night.

Staff manage students' behaviour positively, safely and in a manner that promotes personal development. Students understand boundaries and consequences and say that staff are fair. Pupils' views of the school included the following comments 'they are good at helping me,' 'its fun and the education is good,' 'I get more one to one attention' and 'I behave much better since coming to this school'. Pupils receive good levels of support according to their needs and there are plenty of people children can talk to about personal problems. Pupils are able to have their say and influence the running of the school in a number of ways. They feel listened to and the school does make changes as a result.

There are clear policies and procedures in place regarding anti-bullying. Students report a low incidence of bullying in the school and say that staff are prompt to act when they are informed of incidents. The school has a risk assessment in place that identifies the times and places where the risk of bullying is greatest so that staff are informed of when to be vigilant. However, the assessment is brief and does not highlight the potential risk of bullying to students after 23.00 when some students say that bullying occurs.

Staff regularly keep parents and carers informed of children's welfare, behaviour and achievements. Children are supported to keep in contact with parents during the week and have access to a private telephone. Although privacy is respected staff do not always observe confidentiality. Staff are aware of any restrictions about family contact when necessary for a child's safety. Visitors are welcome, children can meet parents in private and parents feel able to discuss any concerns they have with staff.

The quality of current accommodation is satisfactory. Children are happy with their dormitories and some have personalised their own areas making them look more homely. Parents are informed at a pre-admission meeting that monitoring systems may be used in the school if required. However, there are no written consents in place from placing authorities and parents to approve this in specific cases.

Managers, staff and students share a common understanding of the remit of the school which is well defined in the school's statement of purpose.

The boarding provision is well staffed until 23.00. Staff are available to contact on call staff and managers during the night. However, the arrangements for supervising students at night are inadequate. There are only two night staff on duty at times patrolling seven dormitories. The layout of the boarding provision is such that this enables students to enter each other's bedrooms unnoticed. A telephone is provided at the end of each dormitory for students to alert staff to any emergencies or disruption. However, students also report that they have been prevented from using the telephone by other students. Staff reliance on students to report issues is indicative of low staff supervision and places unacceptable levels of responsibility on them. The concern about staffing levels at night is not new to the school, however, during this time the school has been unable to increase staffing levels, leaving students vulnerable. The arrangements for covering night staff in the event of sickness are also inadequate and rotas for night staff are not kept. This compromises accountability.

Staff are committed, enjoy their work and have a positive approach. Communication is good and they are effective in their roles because they are well supported. A review of training and performance management is currently underway and is a positive development in this area. However, formal supervision of staff is not taking place twice a term and care managers have not yet received training in the management of staff. Staff are not secure in equality and diversity issues.

The senior management team are well organised, supportive, cohesive and aware of the majority of strengths and weaknesses in the school. There are sound systems in place for quality monitoring in the school which encourages improvement from within. However the quality assurance systems have not identified the issues raised in this report. The school's improvement plan is comprehensive and includes a commitment to raising standards within the boarding provision. This is good practice although visits are not taking place twice a term as recommended in the standards.

#### Recommendations:

- keep a written record of all medication administered (NMS 14.20)
- ensure that staff follow procedural guidelines on confidentiality (NMS 3.2)
- ensure that the school's procedures for responding to allegations or suspicions of abuse to a child include all the requirements set out in Appendix 1, in particular a written record of actions taken (NMS 5.4)
- review the risk assessment relating to the times, places and circumstances in which the risk of bullying is greatest and take action to reduce the risk of bullying after 23.00 (NMS 6.5)
- obtain written approval from placing authorities and parents for the use of visual monitoring systems inside the dormitories (NMS 23.7)
- ensure that the recruitment process is recorded in writing (NMS 27.1)
- keep records of staff actually working in the school, in particular night staff (NMS 28.1)
- ensure that the school's staffing levels are appropriate to fulfil the school's statement of purpose, to meet the needs of children and to provide levels of supervision for children that are safe for children and staff (NMS 28.3)
- provide managers with training in the supervision of staff and performance management (NMS 29.1)
- provide staff with equality and diversity training (NMS 29.1)

- ensure that staff receive at least one and a half hours one to one supervision each half term (NMS 30.2)
- ensure that children are not given responsibilities to compensate for any lack of staffing (NMS 31.7)
- arrange for a representative from the governing body to visit the school once every half term and complete a written report of the conduct of the school (NMS 33.2).

### **What the school should do to improve further**

- Improve the overall supervision in dormitories during the night
- Improve pupils' achievements in English at Key Stage 3
- Improve pupils' awareness and understanding of social diversity and different cultures
- The school must ensure that it meets the National Minimum Standards currently not met, as detailed in the boarding section of the report.

## **Achievement and standards**

### **Grade: 2**

Pupils' achieve well. The nature of their difficulties means that few pupils attain the expectations for their age resulting in low standards. Taking into consideration their previous history of poor behaviour and attendance and their low attainment on entry, pupils make good progress in many areas of their academic and personal development. This is due to a combination of good teaching, positive behaviour management and an interesting curriculum. Older pupils understand the need for qualifications as part of their economic well-being and future work ambitions and are prepared to work hard to achieve them. Statutory tests at the end of Key Stage 3 show that some pupils in Key Stage 3 reach Level 5 or 6 in science. This is a considerable achievement. Key Stage 3 English results have improved recently but, progress is not as good as in mathematics and science. Pupils meet with a good degree of success in gaining qualifications in an impressive range of externally accredited courses up to the level of GCSE. These equally meet the needs and aspirations of boys and girls. Displays of colourful and vibrant art work brightens the school, well made items in design and technology and tasty food in the cafe, all demonstrate pupils' good achievements over a wide range of subjects. Pupils reach good standards in information and communication technology (ICT).

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being is good. Their spiritual, moral, social and cultural development is satisfactory. Whilst they develop a good sense of spirituality, develop a good understanding of right and wrong and develop positive social skills, their knowledge and understanding of cultural diversity is relatively weak. The school has achieved the Healthy Schools Award and healthy options are always available at sociable and relaxed mealtimes. Sportsmark and Activemark awards testify to the wide range of physical activities on offer, all of which increase pupils' awareness of a healthy lifestyle. More than half of pupils have attendance above 95% and twelve pupils have 100% attendance. This often represents a huge improvement on their attendance at previous schools and is a strong pointer to showing how much they enjoy their education. Attendance is much better than in many schools of this type. There were no exclusions last year and behaviour during the inspection was good. Recorded incidents of disruptive behaviour have significantly decreased and pupils say they are happy

and enjoy school. Individuals report, 'Its fun', 'PE is great' and 'small classes give you more help and you learn more'. Pupils know and understand the system of rewards appreciating what they can earn. After school activities are very well planned and describe clearly how they will contribute to raising pupils' self-esteem and confidence. The ethos of the boarding provision complements that of the school, giving an additional boost to pupils' personal development.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. All staff have positive relationships with the pupils and this, combined with the setting of interesting tasks, promotes effective learning. Teaching assistants are well deployed and support learning well. All staff know pupils well and manage any disruptions well so that lessons continue smoothly. In most lessons pupils concentrate, show interest and behave well. Many work together, listen and enjoy their lessons. Teachers use a flexible approach with the youngest pupils who have not been in school for long, and because the class is staffed well, pupils are managed effectively with a range of engaging activities which maintain their interest and make learning enjoyable. Lessons are well planned and work is usually well matched to individual pupils' abilities. Assessments at the end of modules enable teachers to set future targets to promote further progress.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum offered to pupils is good with some outstanding features. Not only does it meet statutory requirements, but it gives pupils good opportunities to develop and experience a range of activities which will benefit them in later life and prepare them well for leaving school. Good and appropriate attention is given to literacy, numeracy and personal, social and health education. ICT is well resourced and used in lessons, giving pupils good skills in this subject. Enterprise and business activities in Key Stages 3 and 4 give pupils effective opportunities to develop a good understanding of finance alongside developing useful work-based skills. The Cafe is a very good example of this, as is the order they have secured to make bat boxes for the East Riding Country Park. Enterprise activities include car washing, assembling food baskets and manufacturing planters. These activities have a very positive impact on pupils' personal development as they learn to work together. Day pupils in Years 10 and 11, based in one of the 'houses' have a curriculum which is successful in enabling them to access college courses and gain external accreditation. In addition, work placement packages means that they are experiencing and learning a range of valuable skills. Individual Transition Plans and Distance Learning packages for some Year 11 pupils, most of whom have not attended any school for sometime, give them a second chance to achieve and gain some accreditation.

### **Care, guidance and support**

#### **Grade: 3**

Care, guidance and support are satisfactory with some good features. Health and safety procedures, risk assessments and staff checks are all in place. All pupils have a named person in school who monitors their progress and similarly each boarder has a named care person in the residential provision. Handover procedures are effective and daily meetings ensure that all staff are aware of issues and manage pupils appropriately. Questionnaires show that the majority



of parents are very happy with how the school cares for their children and have full confidence in the staff. Comments such as 'this is the best school he could attend', 'teaching staff have good understanding and keep him focused' and 'without this school my son would not be where he is today' are representative of many parents' views. Pupils' academic, personal and behavioural progress is monitored through individual education plans, individual behaviour plans, care plans and health plans. Good support is available from Connexions, the Primary Care Team and CAMHS pupils so that pupils' total needs are tracked and monitored and dealt with appropriately.

However, the school does not adequately safeguard the welfare of boarders because there is a lack of sufficient supervision during the night. While staff are clear about child protection issues, and pupils know they have someone to talk to who will listen to them, there is no recorded overview of any actions taken by the school regarding safeguarding issues.

## **Leadership and management**

### **Grade: 3**

In almost every respect, leadership and management are good, but fundamental oversights regarding social care issues in the residence mean that leadership and management are judged satisfactory overall. The headteacher drives the school forward and has a clear vision for the future development of the school. He is well supported by the senior management team and governors. Members of the senior management team share a good understanding of the strengths and weaknesses of the school and the school improvement plan highlights, very comprehensively, the actions which are being taken to move forward. Staff are committed to giving the pupils the best deal they can and all share a common vision for future development. Perceptive monitoring of teaching and learning is in place and has a positive impact on the quality of teaching overall. Subject leaders have a significant role in ensuring that their subjects are well taught. Performance management is well established and there are good training opportunities for teaching and support staff but there is insufficient training in supervision and management roles for care staff. Self-evaluation is largely accurate and issues are related to the school improvement plan. The school values the part it plays in community cohesion and makes a satisfactory contribution to this. Governors continue to develop their role as 'critical friends' and make frequent visits to school. The chair of governors often visits the school and boarding provision and has a good overall view of the school.

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## Annex A

## 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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The effectiveness of boarding provision	4
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

17 September 2008

Dear Pupils

Inspection of Bridgeview, Kingston-upon-Hull, HU13 0HR

Thank you very much for making us so welcome in your school. We really enjoyed our visit and it was good to talk to some of you. The headteacher and all the staff put in a great deal of effort to ensure that you are given every opportunity to be successful and to improve your life chances when you leave. Your school is good in nearly every respect but a few procedures in the residence need to be addressed so we can only describe Bridgeview as satisfactory.

Relationships across the school are positive and staff provide you with a wide range of interesting and exciting activities to keep you fit and healthy. You are as happy, bright and lively in the dormitories, as you are in school and seem to enjoy school because there are plenty of things to do.

You work hard and achieve well. This is testament to your positive attitudes towards school. You can be proud of all your achievements but we would like some of you to do a bit better in English. However, we really liked the colourful artwork around the school and what you make in design and technology. The food you made for the cafe was very professional and extremely tasty! The other area we think you could learn more about is the way other cultures live both in this country and elsewhere.

We hope that what we have suggested will make your school even better. You can do your part by continuing to work hard and enjoy what you do.

Noreen Buckingham

Lead inspector

Sarah Urding and Simon Morley

Social Care inspectors