

Tweendykes School

Inspection report

Unique Reference Number	118141
Local Authority	Kingston upon Hull City of
Inspection number	339150
Inspection dates	20–21 April 2010
Reporting inspector	Honoree Gordon HMI

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

Type of school	Special
School category	Community special
Age range of pupils	3–16
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	The governing body
Chair	Mr John Barnes
Headteacher	Mrs Berni Dobosn
Date of previous school inspection	21 September 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed 10 lessons and observed eight teachers. They also visited other lessons, but for only a short time. The inspectors held a number of meetings with the headteacher, with senior and middle leaders and with governors to discuss aspects of the school's work. Inspectors also met with groups of students. They observed the school's work, including some lunchtime and after-school activities and they had lunch in school with the students. Inspectors observed playtime and arrival at school.

Inspectors looked at documentation, including the school's records of students' progress; records relating to the care of students, including students whose circumstances make them vulnerable; policies and procedures related to safeguarding and to other aspects of school life; the school's self-evaluation document and the school's plans for improvement. Inspectors also saw photographs of activities at the school.

Inspectors reviewed 33 questionnaires returned from parents and carers and questionnaires completed by a sample of students and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

the points for improvement in the previous inspection report:

- developing the role of subject leaders
- teachers' use of assessment information
- extra-curricular activities
- the impact of initiatives for English, mathematics and communication on achievement
- the contribution of the curriculum to pupils' personal development
- pupils' progress and how well this is tracked
- partnership working and the preparation for the school's move to a new site.

Information about the school

Although the school is designated for young people aged three to 16 years the youngest pupil currently on roll is aged four. All students have a statement of special educational needs. Students have a range of needs but predominantly have severe learning difficulties. A number have profound and multiple learning difficulties and disabilities, including physical and medical needs. A number of students have needs on the autistic spectrum. The proportion of students known to be entitled to free school meals is around half. Five students are looked after children.

The school is organised into a primary section and a secondary section, with an average of nine or ten pupils or students in each class. There are two children in the Early Years Foundation Stage. They are taught in a mixed-age class of Reception, Year 1 and Year 2.

In 2011 the school is due to move to a new site a short distance from the current site, where it will be co-located with a mainstream secondary school. At the time of the inspection it was expected that the age range of the school would be extended at that

point to age 19, but a decision had not yet been finalised on this.

The school has formed a 'soft' federation with another two schools locally. There is some shared governance and some overlap of the school councils.

The school holds the Basic Skills Quality Mark, Sportsmark Gold and Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Tweendykes School is an outstanding school: outcomes for students are excellent. The staff provide outstanding care, guidance and support to students. Students, and parents and carers, justifiably have great faith in the school. Achievement and enjoyment are high. Students are really happy, taking part enthusiastically in everything that is offered. Teaching is outstanding. Lessons are challenging and exciting and are meticulously planned so that they meet all pupils' needs exceptionally well. As a result, pupils' learning and progress are outstanding.

The school works particularly effectively with families and other partners to ensure that it offers a first-rate curriculum that develops students' confidence and introduces them to a wide range of stimulating experiences. The curriculum has been extended in a number of ways, for example to include a good range of extra-curricular activities at lunchtimes, after school and with families.

Since the previous inspection the school has successfully tackled the points suggested for improvement, building up strong capacity at both senior and middle leadership levels. Teachers' use of assessment to plan learning activities for students and to record their progress is much improved.

Capacity to improve is high. A dynamic team is leading the school forward.

Self-evaluation is strong and accurate. The school seeks continually to improve further and has a number of initiatives underway for its further development. These include preparing for the move to the new school in 2011.

What does the school need to do to improve further?

- Maintain the high levels of provision, including with partners, as the school moves to its new site and the age range of students may be extended.

Outcomes for individuals and groups of pupils

1

On entry to the school, students' attainment is well below national expectations because of the nature of their difficulties and disabilities. The school's records and inspectors' observation of lessons show that all students make at least good progress and for many, progress in lessons is outstanding. All students leave at the end of Year 11 with accreditation for their learning.

From the moment they come into school in the morning students get straight down to work, with well-organised routines and tasks that have been specially prepared for them as individuals. This ensures that no time is wasted and progress can be maximised.

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Attitudes and behaviour are excellent. Students' concentration is remarkable, because the lessons are so interesting and are pitched just at the right level for them, yet challenge them well.

Staff give high priority at all times to the development of students' listening and speaking skills. Initiatives such as the interaction and communication project with younger pupils who have profound and multiple difficulties aim to tackle this from a very early stage. This project is already showing high impact. Another initiative targeted at more able students is leading to faster progress for that group in English and in mathematics than had previously been the case. A school-wide emphasis on writing is challenging students well to improve their literacy, in ways which are fun. Students' skills in information and communication technology (ICT) are well developed.

In interviews, students showed a very good grasp of how to keep themselves safe, for example when out and about or using the internet. They say that they feel safe in school and can turn to any member of staff to help them. Attendance is average, despite a number of unavoidable absences related to medical problems. The outstanding progress students make in their learning and the excellence of the development of social and personal skills far outweigh the impact of unavoidable absence on students' readiness for future well-being.

The development of social skills is an area of significant strength, apparent in all that students do. Staff seize every opportunity to foster these skills. Students' cultural development is good and is encouraged, for example, through assemblies, project work and visits out of school. There are plans to extend this aspect of personal development further, through a link with a school in Africa.

An active school council provides an excellent channel for students' views. The council, together with members from another school, is involved in the planning for the new school.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	*
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The vast majority of teaching observed on the inspection was outstanding, including in the Early Years Foundation Stage. It is clear that teaching is of consistently high quality at other times, too, because of the secure way in which students contribute to lessons and go about their work purposefully, with well established routines. Students say that lessons are fun and inspectors agree. Students' sustained concentration was remarkable and a direct result of challenging lessons that had been accurately planned to meet their individual needs. A regular feature was that small classes were further subdivided into groups for different tasks, so that each student was working at the right level.

Teachers are acutely aware of how each student is doing and record progress meticulously. Students' individual lesson plans have specific targets. Increasingly, the more able students understand and contribute to these and refer to them on their tables. The school is developing further such approaches to target setting. The school's records provide very good evidence of students' progress. Systems are being extended to begin to benchmark progress against national comparative data for similar groups of students, where this is most appropriate.

The curriculum is exciting and stimulating. It is broad and very well balanced to focus on developing students' basic skills in literacy and numeracy alongside their social skills and personal development. The very good provision for physical education and the excellent opportunities for personal development offered through drama, music and dance contribute significantly to the promotion of a healthy lifestyle and to students' enjoyment of school.

Strong links with other schools and providers, for example to use sports facilities or, for

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older students, to have opportunities for work-related learning and vocational courses, enhance the curriculum still further and ensure that it meets the needs of all groups of students extremely well. For those students with profound and multiple difficulties, multi-sensory approaches promote their awareness and responses very well. Resources are used particularly effectively, for example filming small steps of progress to play back to students and for their parents and carers to see. The extensive and highly skilled use by teachers throughout the school of interactive technologies, such as interactive whiteboards, brings lessons to life, engages students and helps them to demonstrate their understanding.

A number of initiatives, such as those outlined earlier in this report, are leading to improved achievement for particular groups of students. The school has actively sought out additional funding through the local authority to promote the enjoyment and skills of students who may be particularly disadvantaged, or whose families may be harder for the school to reach out to. As a result, there is an exciting programme of after-school clubs, including sports and visits out of school, and workshops in school that involve students and families from Tweendykes and from other local schools.

Staff are kind and provide high levels of care and support to students, including for their personal or medical needs. A multi-agency approach coordinates the support needed for individual pupils very effectively. Teachers and assistants work extremely well together, showing high levels of skill and a very inclusive approach to managing the behaviour of those students whose behaviour is challenging because of the severe nature of their difficulties. For example, they seek to get those students involved as fully as possible in the lessons with their classmates.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school promotes equality of opportunity and tackles discrimination extremely well, through its curriculum and the inclusive way in which teachers manage their lessons. The headteacher shows great drive to ensure that the outcomes for all students continue to improve and that each individual is enabled to achieve his or her best. The staff and governors share this vision. Governors support and challenge the school well and are building up their understanding to be able to evaluate the work of different subject areas and aspects of school life.

All aspects of the school's work are underpinned by robust safeguarding procedures and

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practice. At the time of the inspection these were outstanding. The care provided for students whose circumstances make them vulnerable is very carefully documented, showing how effective the school's actions have been. Parents and carers single out this aspect of the school's work for praise.

The roles and effectiveness of middle and senior leaders have been considerably strengthened since the previous inspection. A strong, enthusiastic and capable team is leading a number of initiatives aimed at promoting the enjoyment and achievement of all groups of students further. In this, for example, the extended school coordinator is having a significant impact in working with parents and carers, and with other special schools, to share effective approaches and innovative ideas to meet the needs of students and their families. A high number of parents and carers attended a course in school on managing children's behaviour and several schools and families took part in an excursion together. In this respect, the school's furtherance of community cohesion is exemplary.

The schools' project work on communication and interaction was discussed and observed on the inspection. This is already showing evidence of high impact on speaking skills in the targeted groups of students.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The Early Years Foundation Stage leader's ambition is clear: children can fulfil their potential and barriers to learning must be eliminated. All children make huge strides in learning, many in a relatively short space of time. There are instances where children

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who enter the school with no speech begin to write in short sentences about subjects that interest them within a year.

Children are extremely well cared for. Procedures for intimate care are discrete and well organised. Staff manage behaviour very well. Pupils' behaviour and attitudes improve rapidly so that they really enjoy school and quickly learn good personal habits. Safeguarding is exemplary.

Highly effective teamwork between the teacher and assistants ensures that children are safe, engaged in learning and that their progress is monitored closely. Staff are highly skilled at helping children to develop early reading and writing skills and mathematical problem-solving skills.

Right from the start of the day, children are engaged in learning and making excellent progress. The rich range of resources, exciting and frequently changing learning experiences stimulate children to explore, experience and experiment. Teachers use ICT imaginatively, such as when letters and sounds 'come alive', demanding to be spelt and sounded out.

Children share music and physical activities with older pupils, offering appropriate challenge for their social and physical skills. The input of the communication and interaction team in daily activities has a momentous impact on children's early language and social skills.

Provision is planned totally around children's interests so that they are motivated to learn. Outside play areas offer children grass, soft play, climbing and race tracks. There is an excellent balance of opportunities for children to learn, drawing on both indoor and outdoor environments.

Children's progress is very carefully tracked. Daily assessments build into detailed coverage of their progress in all areas of learning. Records show that achievement is outstanding. Detailed observations and recording by digital camera all capture the frequently fleeting moments when a child makes progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers are overwhelmingly supportive of the school. There were many glowing comments. Parents and carers say, typically, that every effort is made to motivate their children and that their children achieve things that they could not do

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before. Parents and carers feel that the school is warm and inviting: 'Pupils are always put first.'

One parent considered that levels of support from teaching assistants were insufficient, but inspectors could find no foundation for this. Support from teaching assistants is outstanding. There are often three assistants alongside the teacher in a class of nine or ten pupils. Teachers and assistants work highly effectively together.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tweendykes School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 33 completed questionnaires by the end of the on-site inspection. In total, there are 87 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	88	4	12	0	0	0	0
The school keeps my child safe	23	70	10	30	0	0	0	0
The school informs me about my child's progress	22	67	11	33	0	0	0	0
My child is making enough progress at this school	21	64	12	36	0	0	0	0
The teaching is good at this school	23	70	10	30	0	0	0	0
The school helps me to support my child's learning	18	55	14	42	0	0	0	0
The school helps my child to have a healthy lifestyle	17	52	15	45	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	45	12	36	0	0	0	0
The school meets my child's particular needs	24	73	9	27	0	0	0	0
The school deals effectively with unacceptable behaviour	21	64	11	33	0	0	0	0
The school takes account of my suggestions and concerns	17	52	16	48	0	0	0	0
The school is led and managed effectively	22	67	11	33	0	0	0	0
Overall, I am happy with my child's experience at this school	25	76	8	24	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 April 2010

Dear Pupils

Inspection of Tweendykes School, Hull, HU7 4XJ

I am writing to thank you for your help when I came to visit your school recently with Mrs Mothersdale and to tell you what we found.

We think your school is outstanding: that means it is super!

- You are making excellent progress in your work.
- You told us you really enjoy coming to school and we can see why.
- You said lessons were fun and we agree with you. The teachers are excellent! They explain things really well to you.
- Your parents and carers are very happy with your school.
- Your behaviour is excellent. You try really hard in the lessons. You listen carefully and you take part well, putting your hand up to join in and offer answers.
- There are lots of exciting things for you to do. We were pleased to see how many new things there were, like the clubs at lunchtime and after school. It is good to see so many of you doing these.
- We think it is a really good idea that you and your parents and carers can do things together at school, too. You told us you really liked the trips out.
- You told us you feel safe at school. We think all the adults do a super job looking after you.
- Mrs Dobson runs the school very well indeed. She makes sure you all do as well as you can.

We don't think anything needs to change. We just want Mrs Dobson to watch when you move to the new school so that it is nice there too and to make sure you will be just as happy. We think it is good that the members of the school council are getting asked what they think about this, too.

So – well done, and keep working hard!

Yours sincerely

Mrs Honoree Gordon

Her Majesty's Inspector

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