

# The Sullivan Centre

172 The Boulevard, Hull HU3 3EL

## Inspection dates

5–6 June 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- The head of school is highly ambitious and determined for all pupils to be the best that they can be. She ensures that leaders, teachers and support staff are very well trained. School staff are highly supportive of her ambition for the school.
- The head of school provides exceptional and dynamic leadership. She inspires all of those she works with to strive to be the very best.
- Senior leaders' exemplary work to enhance pupils' emotional well-being and personal development is highly effective.
- Governors provide excellent support and challenge to senior leaders. They use their skills and knowledge to make sure they are always aware of the strategic direction of the school.
- Leaders have ensured that the curriculum includes a wide range of subjects for pupils to study. Pupils have opportunities to gain a range of qualifications and accreditations, including English and mathematics at varying levels.
- Teaching, learning and assessment is outstanding. Pupils' starting points are assessed accurately. This enables teachers to plan highly engaging, motivating and personalised learning opportunities.
- Highly effective teaching and assessment systems and strategies are in place which consider specific pupils' needs. These support each pupil to learn very successfully.
- Staff have very high expectations of themselves and their pupils. They provide a high level of emotional support when necessary while placing great importance on developing pupils' independence skills.
- Pupils are kind, caring and demonstrate mature levels of empathy to one another. They are enthusiastic learners who understand and appreciate the opportunities that the school is providing them with. Behaviour during social times and in classrooms is outstanding.
- In mathematics, the quality of teaching and the progress of pupils in key stage 4 are not as consistently outstanding as seen in key stage 3.
- Although pupils benefit from a range of religious education (RE) lessons and activities, this is not yet fully embedded throughout the curriculum in key stage 4.

## Full report

### What does the school need to do to improve further?

- Continue to improve the teaching, learning and assessment of mathematics in key stage 4 so that it consistently matches the outstanding practice in key stage 3.
- Embed the new RE curriculum in key stage 4.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The head of school is highly ambitious for the school. She has very high expectations of what pupils and staff can achieve, and she uses these to encourage everyone to do their best. She knows the school extremely well and ensures that the school is continually developing. The head of school has made significant changes since her appointment. These have impacted positively on pupils' progress and development. The school is highly aspirational and provides high-quality teaching, learning and nurture.
- Leaders check the quality of teaching and learning regularly. They take positive and immediate action should any issues arise to ensure the continuation of the very high-quality learning that pupils receive.
- Leaders have developed the roles of staff extremely well. Leaders encourage staff to use their skills and interests to provide a wide range of high-quality learning experiences for pupils. This further enhances the well-developed curriculum that leaders have put in place. The curriculum provides pupils with a wide range of opportunities that match the needs and interests of pupils extremely well. The curriculum strongly supports the spiritual, moral, social and cultural development of pupils, which is well embedded throughout the school. Pupils are being well prepared for life in modern Britain. However, the curriculum for RE in key stage 4 is not as strong as it could be as it is not yet fully embedded.
- Staff ensure that pupils who have an education, health and care (EHC) plan make strong progress towards achieving their objectives, alongside developing their academic, creative, vocational and life skills. The coordinator for pupils with special educational needs and/or disabilities has a high level of knowledge and understanding. She uses her knowledge well to support and meet the needs of all pupils. Leaders provide pupils with high levels of intervention and professional support, which helps them to overcome their complex mental health and medical needs. Staff receive high-quality, regular training to enable them to meet the complex emotional and mental health needs of pupils.
- Middle leaders support the school extremely well. They are successful in supporting senior leaders in making sure appropriate actions are in place to ensure that pupils make strong progress in their academic study.
- The newly appointed manager of the hospital provision has high expectations of her skilled, caring and compassionate staff. She understands the significant challenges that they encounter daily and supports staff welfare very well. Leaders of the school include staff working at the hospital provision in meetings, training and briefings where logistically possible. Hospital provision staff report that they feel a part of the school and benefit greatly from the ambition and support of the head of school.
- Leaders provide a wide range of weekly enrichment activities for pupils. These activities include horse-riding, rock climbing, swimming and cooking. Additionally, staff plan further bespoke activities for individual pupils who may need support on specific areas of socialising and other life skills, for example using money while shopping and using

public transport. Leaders use pupil premium funding that the school receives to support these activities, which have a significant impact on pupils' emotional health and well-being.

- Leaders responsible for inclusion, pastoral care and welfare are inspirational in their dedication, knowledge and actions to support pupils' emotional health and well-being. They provide the highest levels of emotional support. They work extremely closely with external agencies and a range of medical professionals to ensure that each pupil receives the best advice and care possible. This enables pupils to overcome anxieties and, as a result, they are able to access their learning where they can make strong and sustained progress. In addition to this, leaders support the families of pupils to understand and support their children with their difficulties.
- The executive headteacher works very closely with the head of school. He provides her with thorough challenge. As a result of his extensive experience, he is able to offer insightful and informative support to both the head of school and other members of staff.
- The trust uses the management structure of the school well to ensure that they are always informed and up to date with information about the school. The trust is extremely supportive and provides high levels of challenge and guidance to school leaders.
- Parents are overwhelmingly positive about the school and the difference it has made to their children. They appreciate the communication and high levels of practical and emotional support the staff provide for them.
- Pupils receive high-quality careers advice. They enjoy a range of additional experiences giving them opportunities to see what is available to them post-16. For example, they can take part in careers fairs both in school and those run by the local authority.

### **Governance of the school**

- Governors are dedicated and determined in their support of the school. They have a wide range of relevant skills which they use to provide strong support for leaders. They regularly question and challenge leaders to ensure that they have a detailed and thorough understanding of the school. They are acutely aware of the complex needs and difficulties of the pupils and they understand with real insight the work the staff carry out to meet the needs of their pupils.
- Governors regularly visit the school, where they spend time in classrooms. They engage well with pupils and attend meetings with leaders specific to their additional governor responsibilities, for example safeguarding and special educational needs and/or disabilities.
- Governors understand their responsibilities for overseeing safeguarding and take it very seriously. They understand the vulnerabilities of the pupils and the need for exceptionally high safeguarding policy and practice.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- All safeguarding requirements are fit for purpose. There is a very strong culture of

safeguarding at the school, including the hospital provision.

- All staff have had significant safeguarding training, including training related to the 'Prevent' duty, which is part of the government's agenda for tackling radicalisation and extremism, and government guidelines for keeping children safe in education.
- The school provides all staff with a thorough and comprehensive induction process. This develops understanding of safeguarding, the needs of pupils and the range of school policies and practice.
- Pupils report that they feel safe at school and all have someone to talk to when they need to.

## Quality of teaching, learning and assessment

## Outstanding

- The school is a calm learning environment where staff encourage pupils to be the best they can be. Staff have exceptionally high expectations. Lessons are calm, ordered and purposeful. This encouraging learning environment has a positive impact on the engagement of pupils.
- Teachers and other staff are highly skilled in ensuring that individual pupils' needs are met in lessons. Lessons in all subjects and in classes across the school are engaging and motivating. Staff prepare high-quality and bespoke lessons which they use effectively to stimulate pupils' interest in learning. In lessons, pupils quickly become absorbed in the variety of activities that staff design for them.
- Teachers and staff are extremely ambitious for their pupils. They are determined to equip them with skills that will contribute to a happy and fulfilled life.
- Staff use accurate assessment information very well to ensure that they plan work and activities tailored to the needs of each pupil. As a result, pupils make strong and sustained progress from their starting points at the school.
- Pupils are tremendously enthusiastic about learning. Where possible, they can speak at length about what they are learning and what they have already learned. Pupils enjoy all aspects of the curriculum and quickly go into their classes when they arrive at school.
- The promotion and encouragement of independent learning can be seen in all classes and throughout the school. This reflects the extensive work that leaders have carried out to promote independence. Classroom displays offer information and other materials to support independent learning.
- Pupils use their knowledge and skills to apply their learning across the curriculum. For example, they were confidently reading scales to weigh and measure in a cooking class and were using their knowledge of cells in science to make three-dimensional cells in art.
- The enormously positive relationships that exist between pupils and staff are key to the success of the pupils. There is a culture of mutual respect at the school that supports pupils in developing their confidence and optimism for learning.
- Staff widely encourage the development of reading skills. Due to the recent changes and improvements in the reading books available to pupils, they are developing their

enjoyment and love of reading. Pupils can talk about the books they are reading, including the features and characters they enjoy and why.

- Leaders hold teachers stringently to account for the progress of their pupils. Senior leaders hold regular progress meetings with teachers. Pupils are individually discussed, and staff implement further support or new initiatives or strategies where necessary.
- Work in books is very well presented and neat. Strong progress can be seen; however, this is not always consistent in the mathematics books of key stage 4 pupils. Leaders are aware of this and are putting measures in place to make improvements.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are referred to the school due to their complex emotional needs which often include tremendously high levels of anxiety. The school's staff and the inclusion leader are exceptionally skilled in enabling pupils to manage their anxiety so that they can learn in a small classroom environment. The vast majority of pupils become confident learners. Their developing ability to form extraordinarily strong relationships with staff and friendships with their peers is evident.
- Regular opportunities for pupils to work on their social and emotional skills are available. These include one-to-one sessions with specialist practitioners, enhanced life skills and practical social experiences.
- The inclusion lead and other members of staff are available throughout the day to support pupils who are finding things difficult. Due to this, pupils have a constant and consistently high level of emotional support available.
- Staff are successful in developing pupils' independence. This encourages pupils to feel more confident in their abilities and enables them to be successful in their endeavours outside of the school environment.
- Pupils display remarkable levels of empathy for others. They are highly sensitive and tremendously accepting of the needs of other pupils.
- School records show that bullying incidents rarely occur. Pupils and staff agreed with this view when asked.

### Behaviour

- The behaviour of pupils is outstanding.
- The school is exceptionally calm and ordered. Pupils behave very well in lessons and are enthusiastic learners. Pupils remain engaged and focused in their learning. Pupils can discuss their learning and return to it without disruption once the conversation is complete.
- At break and lunchtimes, pupils move quietly and sensibly around school. They are occupied during these times by playing physical games with staff or chatting with each other.

- Incidents of inappropriate behaviour are rare as pupils settle quickly into the highly nurturing environment and continue to build their relationships with the staff.
- Pupils' attendance is significantly higher at The Sullivan Centre than in their previous school or placement. In some cases, pupils who did not attend at all now have 100% attendance.

## **Outcomes for pupils**

## **Outstanding**

- The starting points of pupils are usually well below those of their peers in mainstream schools due to significant non-attendance and disengagement with learning. All pupils at The Sullivan Centre significantly increase their attendance. As a result, they engage with their learning and make strong and sustained progress due to consistent high-quality teaching and targeted emotional support.
- All pupils who left the school in Year 11 last year obtained appropriate qualifications and accreditations including in English and mathematics.
- The school tracks the progress of all pupils. Staff work together to ensure that assessments are accurate and moderated. School data shows that progress is equally strong for all ages and different groups within the school.
- The school offers a wide range of accreditations and qualifications to pupils. The most able pupils achieve GCSE passes in a range of subjects.
- Older pupils receive wide-ranging, high-quality careers advice and opportunities. All pupils who left the school last year went on to further education, employment or training.
- Transition and preparation arrangements for post-16 are thorough and highly tailored to meet the individual needs of pupils. Each pupil is exceptionally well prepared for his or her next stage of education, employment or training.
- Pupils who transition into the school during the academic year are very well prepared. Staff carry out home visits, conduct initial assessments and form positive relationships. Transition can then take place at a pace to suit the pupil and enables them to be well supported in overcoming their barriers to learning.

## School details

Unique reference number	142258
Local authority	Kingston Upon Hull City Council
Inspection number	10087588

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

Type of school	Alternative provision
School category	Academy alternative provision converter
Age range of pupils	5 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	26
Appropriate authority	The governing body
Chair	Lee Fallin
Executive Headteacher	Amraz Ali
Head of School	Claire Goodaire
Telephone number	01482 585203
Website	<a href="https://theboulevardcentre.org.uk">https://theboulevardcentre.org.uk</a>
Email address	<a href="mailto:Cathy.Bennett@vennacademy.org">Cathy.Bennett@vennacademy.org</a>
Date of previous inspection	3 May 2018

## Information about this school

- The Sullivan Centre is part of the Venn Academy Trust. The school has a local governing body.
- The school converted to become an academy in 2015. When the predecessor school, was last inspected by Ofsted it was judged to be good overall. In June 2018, a short inspection was carried out. At this time, inspectors were of the opinion that the school had demonstrated strong practice and marked improvement in specific areas and recommended this section 5 inspection.
- The school provides education based at Hull Royal Infirmary, home tuition for pupils who are too ill to attend school and supports other schools in the local authority.
- A small number of pupils have an EHC plan. All other pupils have complex emotional difficulties and are involved with the child and adolescent mental health services.



- Pupils who attend the school are placed there by the local authority and have missed significant periods of learning time at school.
- There are currently no pupils in key stages 1 or 2.
- Most pupils are dual registered with a high school.
- The school does not place any pupils in alternative provision.

## Information about this inspection

- Inspectors undertook observations of learning in all classes alongside school leaders. Inspectors observed pupils' behaviour in and around school, including at lunchtime and breaktime. They observed the systems in place for pupils arriving at school and leaving at the end of the day.
- An inspector spent time at the hospital provision in Hull Royal Infirmary.
- Pupils' work across a range of subjects and year groups was scrutinised.
- Meetings were held with senior leaders, middle leaders, governors, staff and the chief executive officer of The Venn Academy Trust.
- Inspectors scrutinised a range of school documents including the school's self-evaluation, minutes of governors' meetings and information about pupils' progress and attainment. Inspectors looked at safeguarding and behaviour and attendance documents.
- Inspectors met formally with a group of pupils and spoke informally to pupils around school and in classes.
- Inspectors spoke to number of parents who have children at the school.
- Inspectors reviewed information on the school's website.

## Inspection team

Sara Roe, lead inspector	Ofsted Inspector
Tricia Stevens	Ofsted Inspector

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