

# Education In Hospital 2 (Bri)

Inspection report

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<b>Unique Reference Number</b>	133752
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	360584
<b>Inspection dates</b>	23–24 November 2010
<b>Reporting inspector</b>	Pauline Hilling-Smith

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

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<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	3–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	26
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Shaun Gorman
<b>Headteacher</b>	Mr John Nixon
<b>Date of previous school inspection</b>	9 January 2008
<b>School address</b>	Ward 17, Bradford Royal Infirmary Duckworth Lane, Bradford West Yorkshire BD9 6RJ
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## Introduction

This inspection was carried out by one additional inspector. Seven lessons were observed and two teachers seen. Meetings were held with parents and carers, pupils, a representative of the management committee and local authority and staff. The inspector observed the unit's work, looked at the unit's evaluation of its performance, the current development plan, minutes of meetings of the management committee, and documentation to ensure that pupils are safe. The responses to seven questionnaires from parents and carers were analysed.

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

- The rate of progress of all groups of pupils towards their targets especially the less able.
- How well the curriculum and teaching matches the needs of the full age range of the pupils.
- How effectively leaders are bringing about school improvement and how the school is helped by its partners.

## Information about the school

The pupil referral unit is located in Bradford Royal Infirmary. It caters for in-patients in three children's wards. In addition to the City of Bradford, pupils come from Leeds and Calderdale. The number of pupils with special educational needs and/or disabilities is above average. The unit shares staff with a similar smaller pupil referral unit at Airedale General Hospital and there is a joint management committee. Most of the pupils are in hospital for less than a week, some as little as one day. Of the remainder, about half stay much longer and the others are regularly readmitted. The unit is managed by the Head of Service for home tuition, hospital pupil referral units and the physical disabilities team.

**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?**

2

**The school's capacity for sustained improvement**

2

## Main findings

This is a good pupil referral unit. Arrangements for care, guidance and support for pupils are outstanding and this enables pupils to feel extremely safe. Pupils think deeply about their own and others' experiences and this affects what they do. Behaviour is outstanding because pupils' understanding of individual needs and differences is very well developed as is their sense of right and wrong. Close partnerships with the health care professionals contribute to good achievement. Progress since the last inspection is good and the new refurbished schoolroom with new resources and good provision for information and communication technology (ICT) means that the curriculum and teaching are now good. However, the schoolroom is still too small and this impacts on how many pupils can receive teaching on any one day. However, pupils make good progress overall as a result of the close match of work to pupil ability which challenges them well.

The ethos of the unit is underpinned by the belief that all pupils can maintain good progress in learning while they are in hospital. Close partnership with a small but growing number of parents and carers is having a good impact on pupils' learning. Attendance is good based on the percentage of pupils who attend lessons while in the hospital. Sometimes, pupils are too ill to be taught at the bedside, on other occasions they cannot attend the schoolroom or there is no teacher available. Pupils are confident in the staff to deal with any issues they may have. This is based on the good attention paid to safeguarding procedures in partnership with the hospital.

Leadership and management are effective and include close partnership with the management committee, although members are not yet fully involved in deciding the unit's strategic direction. Monitoring of the unit's work takes account of the views of others but does not always fully exploit all available information. Data about pupils' progress are not available to identify priorities because systematic procedures to collect and analyse information are not yet in place. Nevertheless, accurate self-evaluation by the head of service, alongside the local authority, gives leaders a clear view of areas for improvement. Consequently, leadership has a clear understanding about how teaching can be improved and actions taken to train staff in teaching pupils with complex needs have shown good impact. All this demonstrates that there is good capacity to sustain improvement.

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

- Improve the tracking of progress made by all pupils by:
  - revising daily record sheets to give a clearer focus on progress made each day.
- Improve leadership and management by:
  - strengthening the strategic role of the management committee

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- strengthening the monitoring function of leaders and managers at all levels.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils make good progress overall. In lessons, given on a one-to-one basis at the bedside, or in the schoolroom, work is well matched to the pupils' needs and they make good progress. For example, in one lesson a pupil was able to access the lesson on equations from his own school's virtual learning environment and the hospital teacher was able to ensure that he understood the lesson as it progressed. Procedures to establish attainment when pupils arrive at the unit are carried out swiftly by the teachers and show that the range of attainment varies considerably and includes a minority of pupils with standards below average. This is because their medical conditions have not allowed them to learn as effectively as other pupils. Overall progress is good for the majority of pupils and attainment is broadly average. Pupils with special educational needs and/or disabilities also make good progress in their learning.

Parents and carers agree with their children when they say they feel very safe and secure which helps them to learn. Staff form good relationships with pupils who relate well to each other when they can be taught together in the schoolroom. Behaviour is outstanding as pupils who may not be feeling well try hard to complete learning tasks. Pupils consider moral and social issues, both in the schoolroom and in a variety of contexts where they come into contact with a wide range of adults. Pupils have a detailed understanding about different faiths and cultures based on lengthy discussions with the chaplain. Pupils have a voice in lessons and confidently share their ideas and opinions knowing they are well received. However, leadership opportunities are limited and the lack of space restricts contribution to the wider community. Pupils know how to lead a healthy lifestyle and learn to understand about their condition and what they need to do to keep as healthy as possible. Pupils show a good understanding about what they should do if they begin to feel unwell. Pupils' attendance for lessons is good.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching is good overall. In good lessons, ICT is used to good effect and work is closely matched to pupils' needs and expectations are high. In these lessons teachers' knowledge of the subject is good and they use questioning skilfully to extend learning. Ideas and understanding in these lessons are developed well during discussions which maintain pupils' progress. In the occasional satisfactory lesson there is an over reliance on worksheets or there is a lack of information from the pupil's own school which means that tasks lack continuity or are initially too easy. All adults are skilled at ensuring pupils understand how well they have done and what they need to do to improve. However, daily planning and evaluation sheets do not identify clearly what the learning is or the progress pupils have made during the lesson.

The curriculum is enriched, for example by the volunteer art teacher, and this is appreciated by the pupils. The curriculum is designed to place an emphasis on basic skills and ensure that the pupils do not fall behind their peers because of their stay in hospital. In addition, the curriculum provides good opportunities for pupils to complete coursework and follow examination courses which mean that pupils can keep pace with their examination requirements. Occasionally, the pupils are asked to do uninspiring work.

Care, guidance and support are outstanding because staff gain pupils' trust and confidence which enable them to make the most of the opportunities available to them. Staff know individual pupils well and are very successful in meeting needs arising from

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medical conditions through good relationships and teamwork. The schoolroom environment is very welcoming with attractive displays which are changed frequently. Careful attention is given to transition arrangements at all times. This ensures that when pupils move on to the next stage in their lives they make the change successfully and with minimum stress which is reassuring to parents and carers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher is extremely successful in leading the team of teachers who work across the two hospitals. This is exceptional in the context of the amount of time he can allocate to the unit. He is also the head of service for home tuition and the physical disabilities team and he uses this fact to great effect to support the pupils in the unit. For example, he ensures a smooth transition for pupils from the hospital to home tuition. This means that pupils' well-being and progress in learning are maintained. He is well supported by the recent identification of a lead teacher who has rapidly made a good impact on leadership. However, she is not, as yet, fully involved in monitoring progress towards priorities. Nevertheless, steps taken to improve teaching have been effective. Training for all staff is given high priority and this has had a positive impact on pupils' progress. Processes for tracking pupils' progress have been put in place but are not, as yet, fully developed.

The management committee is supportive and makes a positive contribution to improve the education provided. For example, it has secured the necessary permission for pupils to access the internet through the hospital network. The committee also contributes successfully to policy review and budget monitoring. However, as yet, it does not play a full part in strategic planning.

The contribution of highly developed partnerships to improve all aspects of learning and well-being for pupils is outstanding. Procedures for safeguarding, and health and safety are good and include rigorous checks on the safety of the wards. Community cohesion is promoted through local and global links. The commitment of leaders to ensure equality of opportunity is good and improving as staff gain more data on pupils' academic needs. A harmonious atmosphere is felt throughout.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Teaching staff work in close partnership with the hospital play staff to provide for the learning and welfare of the youngest children. The playroom is well resourced and welcoming and all the areas of learning are catered for. The lead teacher ensures that hospital play staff are familiar with the requirements of the Early Years Foundation Stage and they contribute effectively to assessing the children's needs. Infection control limits some of the activities available for the children and outdoor provision is not available. However, the hospital staff compensate for this in creative ways at the bedside. As a result, provision is good and children make good progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Thirty-nine percent of parents and carers responded to the questionnaire. The overwhelming majority were positive. A very few expressed some concerns and these



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were followed up by the inspector. The inspector could not find any evidence to substantiate these. The inspector endorses the majority of positive views expressed by the parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Education In Hospital 2 (Bri) 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 inspector received 7 completed questionnaires by the end of the on-site inspection. In total, there are 26 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	2	29	3	43	1	14	1	14
The school keeps my child safe	5	71	2	29	0	0	0	0
My school informs me about my child's progress	3	43	3	43	1	14	0	0
My child is making enough progress at this school	1	14	6	86	0	0	0	0
The teaching is good at this school	1	14	6	86	0	0	0	0
The school helps me to support my child's learning	5	71	1	14	1	14	0	0
The school helps my child to have a healthy lifestyle	3	43	3	43	1	14	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)	2	29	5	71	0	0	0	0
The school meets my child's particular needs	3	43	3	43	1	14	0	0
The school deals effectively with unacceptable behaviour	3	43	4	57	0	0	0	0
The school takes account of my suggestions and concerns	4	57	3	43	0	0	0	0
The school is led and managed effectively	3	43	4	57	0	0	0	0
Overall, I am happy with my child's experience at this school	5	71	2	29	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



25 November 2010

Dear Pupils

**Inspection of Education In Hospital 2 (Bri), Bradford, BD9 6RJ**

Thank you very much for making me so welcome when I visited the unit. I would like to say a particularly thank you to those of you who spoke to me in the classroom or at your bedside as well as those who completed a questionnaire. I had an enjoyable two days with you and found out a lot about the unit.

You told me that you enjoy going to the classroom because you feel safe. The teachers are friendly, make it fun and help you to learn. You particularly enjoy using the computers and printing your reward certificates. Some of you who cannot get to the classroom enjoy working on the laptops at your bed. Your excellent behaviour enables you to get on with adults and the other pupils who you have probably never met before.

You are in very good hands because the unit works closely with the doctors and nurses, you are looked after outstandingly well and they make sure you are safe. The unit is well managed and the teaching is good.

I have asked the headteacher to make sure that they keep a better record of the good progress that you make so that everyone knows how well you do at the unit. I have also asked the management committee to make sure it is checking that everything the unit does is as good as it can be.

Thank you again.

Yours sincerely

Mrs Pauline Hilling-Smith

Lead inspector

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