

# Education In Hospital 1 (Airedale) C O Learning Support Service, Education Bradford

Inspection report

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<b>Unique Reference Number</b>	133753
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	360585
<b>Inspection dates</b>	23–24 November 2010
<b>Reporting inspector</b>	Keith Massett

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>	10
<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>	10 January 2008
<b>School address</b>	Bolling Road Future House, Keighley West Yorkshire BD4 7EB
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## **Introduction**

This inspection was carried out by one additional inspector. The teacher was observed teaching three lessons. Discussions took place with parents and carers, pupils, school and medical staff, the School Improvement Partner, representatives of the local authority and the Chair of the Management Committee. The inspector examined pupil files and daily record sheets. A wide range of documentation was also examined, including the unit's development plan, minutes of meetings and policy documents for safeguarding and other statutory requirements. In addition, the inspector looked at two parental questionnaires which were returned.

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

- How well teaching meets the needs of all pupils to ensure progress.
- How effectively care, guidance and support meets the complex needs of individual pupils.
- The effectiveness and capacity of leaders, at all levels, to meet pupils' needs and improve the outcomes.
- The range and effectiveness of partnerships.
- The quality of the curriculum, particularly in the Early Years Foundation Stage.

## **Information about the school**

The unit is located at Airedale General Hospital. In addition to the City of Bradford, pupils come from North Yorkshire, South Cumbria and Lancashire. Airedale is a general hospital which delivers initial care to patients. This leads to a largely transient population of children who often arrive in the acute stages of an illness but leave relatively quickly once recovered or are referred elsewhere. There is a small number of recurrent admission and longer stay pupils. As a result, the number of pupils in the unit changes daily. A very large majority are in hospital for less than a week, some for as little as one day. Pupils come from a range of ethnic backgrounds. There has been a recent increase of pupils from Eastern Europe but most are South Asian or White British. The headteacher and management committee also have responsibility for the hospital school at Bradford Royal Infirmary and staff work in both units. All pupils are dual registered and reintegrated into their mainstream school as soon as possible. There has been a full refurbishment of the school room since the last inspection. The unit works in partnership with hospital play staff to enhance provision in the Early Years Foundation Stage.

**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. The quality of care, guidance and support is outstanding and as a result, pupils feel safe and well cared for at a difficult time in their lives. The unit recognises the importance of multi-professional working and partnerships, particularly with the health services, are outstanding.

Excellent relationships are evident throughout the unit. Good systems have been established to share appropriate medical information. Excellent links with medical and nursing staff support pupils' progress very well and ensure that safeguarding procedures are rigorous. Behaviour seen during the inspection was exemplary. Pupils cooperate well with adults and other children they have never met before. Most try hard in lessons. They have an excellent understanding of what they can do to try to improve their own health issues and a good understanding of how to live a healthy lifestyle. Attendance is good and improves rapidly when medical conditions allow. Spiritual, moral, social and cultural development is outstanding because pupils are well supported when they need to think deeply about their own and others' experiences or readjust their personal values in relation to the medical situations they encounter while in hospital.

As a result of good teaching, all pupils, including those with special educational needs and/or disabilities, make good progress. Teachers quickly engage new pupils. Every effort is made to contact longer stay pupils' schools to ensure that, wherever possible, pupils can continue with their school work so that they do not fall behind. As a result, there is good continuity in learning and pupils make good progress. Staff have a good understanding of working with pupils with more profound and complex learning difficulties and are highly sensitive to pupils' individual needs. Information and communication technology (ICT) resources are used well to support learning. The curriculum is flexible and well-designed to meet individual needs. Care is a priority and is outstanding in enabling pupils to feel safe, confident and willing to try their best. This high level of care is also extended to parents and families. Children achieve well in the Early Years Foundation Stage and make good progress because of the good provision provided in partnership with hospital play leaders.

Leaders and managers have high expectations and embed ambition well. The headteacher provides a clear strategic direction for the unit and also leads a number of related services in the authority. There are excellent transition arrangements when pupils leave hospital. Other leaders have effectively taken on additional responsibilities. While the unit has good knowledge of its strengths and weaknesses, the collection and analysis of information is not always planned systematically or recorded in enough detail. The management committee reflects the strong partnership with the hospital. All action points raised at the previous inspection have been well addressed but the committee recognises that, while it

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provides excellent support, it does not set the strategic direction or challenge the unit as fully as it might. Self-evaluation is accurate and the unit has identified what is needed to improve further. For these reasons the unit has demonstrated that it has a good capacity for sustained 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 of the progress made.
- Improve leadership and management by:
  - strengthening the strategic role of the management committee
  - strengthening the monitoring function of leaders and managers at all levels.

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

**2**

Attainment when pupils enter the unit varies widely. Some pupils' attainment is high, while others are working below expected levels, sometimes due to the impact that medical conditions have had on attendance at school. Overall attainment is broadly average. In the often very short time in the unit, different groups of pupils make good progress and achievement is good. Those who stay longer or regularly return for treatment also make good progress and achieve well. This is due to the good teaching in the unit and links that are developed with the pupils' schools, enabling them to complete coursework or continue with planned work. Improved ICT provision has also improved outcomes for those pupils who cannot access the school room and are taught at their bedsides. The unit encourages high standards and examples were seen of very high quality extended and emotive writing relating to one pupil's ongoing medical condition. Parents and carers praise the unit and the expertise of staff in engaging pupils to keep up-to-date with their school work. Pupils enjoy working in the classroom and work with enthusiasm and pace. Pupils working independently at their beds tend to work at their own pace and progress here is more variable. Pupils confidently share their ideas and opinions in lessons knowing they are well received. However, they have not made as strong a contribution to the school community because structures are not yet in place to allow this to happen. Attendance is good and, as medical conditions improve, pupils are able to spend more time in the unit.

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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?

Good teaching engages the pupils well, enables them to make good progress and makes a significant contribution to their self-esteem and well-being. Very positive relationships are quickly established because staff are warm and encouraging. Teachers are proactive in engaging pupils and quickly assess their needs, accurately estimating attainment levels in the absence of any prior data. This enables appropriate learning activities to be provided. Teachers use ICT and their good subject knowledge to enthuse pupils and they challenge thinking through good questioning. ICT equipment also enables pupils to keep in direct contact with their teachers to access work directly from their school's virtual learning environment. Teachers also direct pupils to educational websites that will continue to help them when they leave the unit. Assessment for longer stay or returning pupils provides them with appropriate information to enable them to plan for the next steps in learning. However, for short stay pupils, daily activity logs do not provide sufficiently detailed assessment information.

The curriculum is well adapted to meet the wide range of pupil needs. The recent refurbishments have improved ICT provision and supported curriculum development. The personalised curriculum enables many to continue with the curriculum provided in their own school and not fall behind as a result of time spent in hospital. For others, a variety of mainly ICT based activities are provided. For younger children the emphasis is on basic

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skills and there is good provision in the adjacent play areas. The unit provides internet connection in the ward and access to more resources at the bedside.

Care, guidance and support are major strengths of the unit and are focused on the needs of each individual. Outstanding partnership working ensures that medical and educational provision are both delivered effectively. Excellent communication and teamwork between teachers, play workers and nursing staff ensure the best outcomes for pupils who are particularly vulnerable. Great care is provided in ensuring a smooth transition and continued support provided for those not able to return to school when they leave hospital.

*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 staff who work across the two hospital schools. The two schools share a common sense of purpose and staff work well together and share good practice. The developing leadership role of the lead teacher is having a positive effect and providing good support for the headteacher. Steps taken to improve teaching have been effective. The management committee supports the unit's drive for improvement and it was a key partner in enabling the recent upgrade of the school room. They have recently reconstituted the committee to further strengthen its strategic role and ability to constructively challenge the unit. Equality of opportunity is well promoted as staff do all they can to support the wide-ranging needs of each individual. However, the unit does not evaluate in sufficient detail the outcomes made by different groups of pupils. Parents and carers say communication is good and they are encouraged to accompany younger children to the classroom. They told the inspector they were pleased to see the school providing a period of normality during a difficult period for their children and their families. The unit has a key role in strengthening the communities it serves. The unit works closely and effectively with the medical and nursing staff in relation to safeguarding. Required policies are in place and statutory requirements with regard to safeguarding and promoting community cohesion are met well. Resources, including staff are well deployed.

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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

Children in the Early Years Foundation Stage broadly attain within the average range, make good progress and achieve well. Teaching staff work in close partnership with the hospital play staff to provide for the learning and welfare of the children. The play room is situated next to the school room and is well resourced for indoor and outdoor play. The unit cares well for young pupils with a wide range of needs and has good access for children confined to their beds. Children quickly show familiarity with established routines and access play and computer equipment with equal ease. They have good relationships with adults and interact well with children from different backgrounds and cultures. The provision is well led and leaders are aware of its strengths and areas for improvement. Parents and carers said their children were happy and looked forward to going to the play room and the school room. Access to the full range of provision and outdoor play is sometimes limited within the hospital setting and due to pupils' medical conditions.

*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

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## **Views of parents and carers**

Two parents and carers returned questionnaires. Parents and carers who spoke to the inspector and those who returned the questionnaires were very positive about the unit. These positive comments related to all areas covered by the questionnaire. Parents and carers were particularly pleased that their children were happy, safe and enjoying learning. One parent/carer wrote 'My child had fun and enjoyed learning. He got lots of certificates for his achievements'. The inspector agrees with the parents very positive views.

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

Ofsted invited all the registered parents and carers of pupils registered at Education In Hospital 1 (Airedale) C O Learning Support Service, Education Bradford 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 2 completed questionnaires by the end of the on-site inspection. In total, there are 10 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	1	50	1	50	0	0	0	0
The school keeps my child safe	2	100	0	0	0	0	0	0
My school informs me about my child's progress	0	0	2	100	0	0	0	0
My child is making enough progress at this school	1	50	1	50	0	0	0	0
The teaching is good at this school	2	100	0	0	0	0	0	0
The school helps me to support my child's learning	2	100	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	2	100	0	0	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)	1	50	1	50	0	0	0	0
The school meets my child's particular needs	1	50	1	50	0	0	0	0
The school deals effectively with unacceptable behaviour	1	50	1	50	0	0	0	0
The school takes account of my suggestions and concerns	2	100	0	0	0	0	0	0
The school is led and managed effectively	2	100	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	2	100	0	0	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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 1 (Airedale) C O Learning Support Service, Education Bradford, Keighley, BD4 7EB**

Thank you very much for making me feel so welcome when I visited the unit. Can I particularly thank 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 the unit keeps 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

Keith Massett

Lead inspector

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