

# Wandsworth Hospital and Home Tuition Unit

Inspection report

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<b>Unique Reference Number</b>	108892
<b>Local Authority</b>	Wandsworth
<b>Inspection number</b>	356444
<b>Inspection dates</b>	23–24 November 2010
<b>Reporting inspector</b>	Bill (William) Stoneham

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>	5–18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	42
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Jonathan Cook
<b>Headteacher</b>	Carla Chandler
<b>Date of previous school inspection</b>	24 November 2010
<b>School address</b>	5th Floor Lanesborough Wing London SW17 0QT
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## Introduction

This inspection was carried out by an additional inspector. He observed four lessons, each taught by a different member of staff, and looked at other evidence relating to the quality of learning. Meetings were held with the management committee, staff, students and other stakeholders. The inspector observed the service's work and looked at its self-evaluation documentation, its policy documents, minutes of meetings held by the management committee, external reports, service publications and questionnaires returned by staff, pupils and eight parents and carers.

The inspector reviewed many aspects of the service's work, looking in detail at a number of key areas.

- How effectively is the service boosting overall achievement and for different groups of students?
- How effective is the quality of teaching in fostering academic progress?
- How well is the curriculum tailored to meet individual needs and boosting levels of attainment?
- How effective is the service in tackling the complexity of issues faced by the students so that when they leave they can proceed with their education, or can secure a placement in training or employment?

## Information about the school

Wandsworth Hospital and Home Tuition Service provides education for students with a wide spectrum of medical needs who require greater support than is readily available in mainstream schools. The service gives priority to those with long-term or recurring needs, but also provides short-term interventions for students, some of whom may only attend as part of pre-operation or post-operation time or for an assessment period. The service provides for upwards of 250 students in any given year and turnover is high. It operates on several sites across Wandsworth, including classrooms on two sites, and has eight distinct areas of provision. These are:

1. classroom and ward teaching at St George's Hospital, Tooting
2. Home Tuition Service for children with medical needs
3. Child and Adolescent Mental Health Services (CAHMS) National Adolescent Eating Disorders Unit (Wisteria) at Springfield University Hospital, Tooting
4. CAMHS Adolescent Psychiatric Unit (Aquarius Ward) at Springfield University Hospital, Tooting
5. CAMHS National Deaf Unit (Corner House) at Springfield University Hospital, Tooting
6. School Phobic Project
7. CAMHS Key Stage 4 Vulnerable Students Programme
8. Teenage Pregnancy and Young Parents' Reintegration Service.

Students come from a wide range of socio-economic and ethnic backgrounds, and are drawn from across the country as well as from the local area, depending on medical conditions. Currently, all students at Corner House and a small number of other students across the other units have a statement of special educational needs, although many students have social, emotional and behavioural difficulties as well as other complex needs. Wherever possible students remain on their mainstream school rolls, but those who

remain longer are registered both with the hospital and their home school. Although a few learners over the age of 16 attend Wisteria and Aquarius, there is no distinct sixth form provision in these units. At the time of the inspection there were no pupils 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?**

**1**

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

**1**

## Main findings

Wandsworth Hospital and Home Tuition Service is a most special and visionary provision. It offers its students outstanding levels of education and therapeutic care. All aspects of its work are outstanding, reflecting the sheer dedication of the staff who are committed to changing and improving the fortunes of young people, many of whom face severe difficulties and traumas in their lives.

Many students frequently have prior levels of attainment that are high for their age. This is especially true for girls attending Wisteria and students in Aquarius Ward. Owing to the often short-term nature of much of the education provided, few students sit GCSE examinations. Nevertheless, over the last three years GCSE results in the units, where students spend longer periods of time, have been well above average and show a trend of improvement. Results in English language and mathematics are especially high with most students, including some young mothers, gaining A\* and A grades. The service has developed a comprehensive system for accrediting students' work. The Assessment and Qualifications Alliance (AQA) Unit Awards Scheme is used extensively so that the work of all students, including those of primary age, can be recognised and externally assessed. During the last academic year, nearly 200 AQA Awards were issued in subjects as diverse as art and design, food technology, science and physical education. This accreditation is in addition to the service's considerable success at GCSE. During the last academic year, every student who spent more than five days in one of the service's provisions gained some form of accreditation. The service's own assessment procedures also indicate that deaf students educated at Corner House make significant progress in their work and especially in their reading, speaking and spelling skills. In all aspects of the service, students are making outstanding progress and many are reaching levels of attainment that are not only significantly above the national average, they are also far in excess of what was forecast when the students' varied and often complex medical and mental health issues were diagnosed. The service now has the challenge of building on existing outstanding practice to enhance external accreditation further to ensure that all students, irrespective of their needs and/or disabilities, are given even greater opportunities to be successfully reintegrated to appropriate education or training provision.

Care, guidance and support are outstanding. Excellent partnerships involving education, care and health professionals ensure high quality outcomes. Extensive work is done to promote healthy and safe lifestyles and safeguarding arrangements are outstanding. Other outstanding features include the engagement of parents and carers, the quality of the curriculum, especially the care taken to meet individual needs and the richness of extra-curricular provision, and the work to promote equality of opportunity and tackle discrimination.

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The students' progress is further helped by outstanding teaching. Assessment procedures are excellent. They are detailed, yet pragmatic, and staff are exceptionally well informed about the needs and abilities of each student. The strength of the partnerships with 'home' schools also contributes to excellent learning, so that all students, irrespective of their individual needs, are able to maintain momentum in their studies. In this service, every child really does matter.

Excellent progress has been made since the last inspection. Attendance is high and behaviour outstanding and levels of attainment have continued to rise. The management committee has significantly grown in strength. It is a skilled group comprising health and education professionals plus astute and caring lay members, including a parent. A track record of sustained improvement amply illustrates the ambition and drive of the excellent leadership team. Many improvements have been made since the last inspection. In addition, the deaf unit located at Corner House has been added to the service's portfolio Vulnerable Pupils' Programme. This significant change has been accomplished successfully and Corner House students are doing extremely well. Self-evaluation is detailed, rigorous and demanding. It enables strengths and areas for development to be identified and appropriate plans made, reflecting well an outstanding capacity for sustained improvement.

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

- Build on existing outstanding practice to enhance external accreditation further across the service, thus ensuring that students with medical and mental health issues are given even greater opportunities to be successfully reintegrated to appropriate education and training provision.

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

**1**

In lessons students make excellent progress because of the individual challenges that are set. Planning is detailed and work is structured to meet the needs of each student. Classrooms are settled and behaviour is outstanding. It is clearly evident that the students want to learn and they respond very well to the challenges set. As one student commented, 'I am now back on course. I will get all my GCSEs at high grades because the work here challenges me and is enjoyable.'

Students joining the service have frequently suffered disruption to their education. Although levels of prior attainment are frequently high, many are predicted to gain grades below those of which they are capable. Data clearly show that those students who are reintegrated into full-time education frequently return with improved records of attainment and are better equipped emotionally and socially to cope with the demands of a mainstream school. With the exception of very short-stay students, all leave with some form of accreditation and GCSE results are well above average. These are remarkable outcomes given their circumstances. The service has a proud and improving record of enabling Year 11 students to perform well at GCSE as well as enabling them to progress to higher level courses.

Responsibility and enjoyment are actively encouraged. Through their own council, students have a say in improvements and have recently submitted suggestions about how the social areas at Springfield Hospital should be redecorated. Students make excellent efforts to pursue healthy lifestyles, with a high number participating in physical activities

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for example. Attendance is very high with many students having exemplary records. Virtually all students attending the specialist units at Springfield Hospital and the teenage mothers now have high attendance records that are significantly better than before they entered the service. All students are encouraged to make a positive contribution and some of the art work on display in the corridors, wards, teaching rooms and social areas is inspiring. Economic well-being is promoted most successfully because of the strong emphasis that is placed on improving the students' skills in literacy, numeracy and information and communication technology (ICT) in particular. Some of the literacy work seen at Corner House in relation to emotions was of an exceptionally high standard. For example, a Year 10 student was asked to identify appropriate words to relate feelings of sadness to geographical landscapes. His unprompted reference to words such as 'desolate' and 'devastation' was quite humbling.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<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>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<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?

Students learn exceptionally well because they are expertly and sensitively taught by staff with detailed subject knowledge. The working relationships between staff and students are excellent. The work set is challenging, designed to meet individual needs and the students are successfully encouraged to work independently.

The curriculum is outstanding. It is personalised, but also offers considerable scope for extra-curricular activity. The partnership work with a local secondary school has helped to

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raise attainment in mathematics because extra specialist teaching is offered. This partnership has also resulted in healthy eating being further promoted to Springfield students through a sensitively designed food technology course. Various museum and art gallery visits have resulted in students across the service working with artists in residence. The displays of students' artwork at St George's and Springfield are of the highest quality. Some of the work, inspired by artists as diverse as Kandinsky, Mondrian and Canaletto, is inspirational. The London mural designed by students in the style of Canaletto and displayed at the Springfield site is simply stunning. These activities, plus the opportunities for sport, cycle riding and the range of GCSE and other subject options, have a significant impact on academic attainment as well as making an outstanding contribution to the students' spiritual, moral, social and cultural development.

Outstanding care, guidance and support are provided. The service provides an outstanding, caring and supportive environment in each unit. Effective induction methods and excellent partnerships with many different care, education and health agencies enable students to settle quickly into the daily routines and to understand the high expectations that the service has of them.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The excellent leadership of the headteacher, combined with the dedicated support of all staff, has resulted in a clear focus on successfully driving improvement. Leaders and managers at all levels, including the management committee, are fully committed and involved in securing improvements.

The service fully involves parents and carers in its work and keeps them well informed. Partnership work is excellent. The service maintains strong working relationships with many agencies. These include the students' 'home' schools, enabling significant enhancements to be made to the curriculum, as well as ensuring excellent and individualised health and social care, guidance and support, especially in terms of promoting personal well-being. Safeguarding procedures are outstanding. The detailed risk assessments are thorough and all appropriate policies are in place and are monitored; there is an overwhelming desire to ensure that the students enjoy an outstanding education in a safe setting. Academic outcomes are outstanding because the management of teaching and learning is strongly focused on raising standards. An emphasis on respect, rights, boosting confidence and encouraging responsibility underpins the service's work, making an excellent contribution to the promotion of equality and tackling discrimination. Excellent and imaginative efforts have been made to promote community cohesion. The



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students make an outstanding contribution to their own community. The recent work in design and technology on 'Recovery Clocks' was an imaginative approach by Aquarius students to give visual presentations to help others to understand the importance of support and emotional well-being as part of a recovery programme. These presentations were so effective that orders for clocks were commissioned from several Trust staff including the chief executive and the director of quality assurance. Students also recently raised significant funds for a cancer charity by having a market stall in one of the hospital's public dining areas.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Views of parents and carers

Approximately 20% of parents and carers replied to the inspection questionnaire. Their responses were overwhelmingly positive and confirmed the inspector's view about the outstanding education and care offered. The service's own surveys also support these views. Few comments were added to the questionnaires, but one respondent said, 'Patience and understanding seem finally to be enabling my daughter to start feeling she can approach work again and liaison with her home school has been excellent.' Another commented, 'Since coming to this school, my daughter has not only improved in school work, but also at home. I put it down to all the excellent support, care and understanding of the staff.'

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

Ofsted invited all the registered parents and carers of pupils registered at Wandsworth Hospital and Home Tuition Unit 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 11 statements about the school.

The inspector received 8 completed questionnaires by the end of the on-site inspection. In total, there are 42 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	5	63	3	37	0	0	0	0
The school keeps my child safe	7	87	1	13	0	0	0	0
My school informs me about my child's progress	8	100	0	0	0	0	0	0
My child is making enough progress at this school	2	25	5	63	0	0	0	0
The teaching is good at this school	7	87	1	13	0	0	0	0
The school helps me to support my child's learning	5	63	2	25	0	0	0	0
The school helps my child to have a healthy lifestyle	0	0	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)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	5	63	2	25	0	0	0	0
The school deals effectively with unacceptable behaviour	7	87	1	13	0	0	0	0
The school takes account of my suggestions and concerns	7	87	1	13	0	0	0	0
The school is led and managed effectively	7	87	1	13	0	0	0	0
Overall, I am happy with my child's experience at this school	7	87	1	13	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.**



26 November 2010

Dear Students

**Inspection of Wandsworth Hospital and Home Tuition Unit, London SW170QT**

I wish to thank you for making me so welcome during my recent visit. I have fond memories of meeting and talking with you and seeing your work. I was impressed with what you are all achieving and I thought the quality of your art work was quite special. I particularly like the London mural on display at Springfield. You told me about the high quality education you receive and I am pleased to say that my visit confirmed your opinions; you are receiving an outstanding education. This is because you help yourselves by behaving so well and maturely and by maintaining excellent attendance records. It is also because you are taught and cared for by some of the most professional and dedicated staff I have ever met. Your own efforts to improve your education are most praiseworthy, but I cannot speak highly enough of the dedication and professionalism of all your teachers and all the other staff who help you overcome your difficulties. Every aspect of the service's work I examined has been assessed as being outstanding. This is a very special outcome.

Although the service is outstanding, I want it to build further on its success by investigating other qualifications that might be offered so that when you return to school, or proceed to college or the world of work, you are even better equipped to do so.

Thank you again for making me so welcome. I enjoyed meeting you and I hope you will maintain your exceptionally high standards of work and behaviour. I would like to wish you every success in your future endeavours.

Yours sincerely

Bill Stoneham

Lead inspector

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