

Tremona Road Hospital and Home Education Service

Inspection report

Unique Reference Number	134529
Local Authority	Southampton
Inspection number	381690
Inspection dates	28–29 November 2011
Reporting inspector	Sarah Mascall

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

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	5–16
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The local authority
Chair	Lynne Sproson
Headteacher	Liz Stuttle (Acting Headteacher)
Date of previous school inspection	30 April – 1 May 2009
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Introduction

This inspection was carried out by one additional inspector. The inspector visited six lessons and observed five teachers in the service. Meetings were held with staff and pupils, and the chair and a member of the management committee. Pupils' work, information on progress, safeguarding policies and other documents were evaluated. Questionnaires from 25 parents and carers, 10 staff and 28 students were scrutinised.

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

- How effectively the service tracks pupils' progress to ensure equality of opportunity and that all pupils are achieving.
- The impact of the curriculum in enabling pupils to make the best possible progress.
- The effectiveness of leadership in monitoring provision and bringing about improvements.
- How effectively the service promotes healthy living and enables pupils to be involved in the community.

Information about the school

Tremona Road is a medical pupil referral unit for pupils who have acute medical needs and who are hospitalised or having to receive education at home. Pupils are taught in three settings. Burlesdon House provides for pupils with a variety of medical conditions, some of whom may require rehabilitation and psychiatric investigation. These pupils may be with the service for up to six or seven weeks and in a few cases considerably longer. G level provides for pupils on the oncology ward, the haemodialysis unit and the acute paediatric wards. Many of these pupils are in for short periods of time but may return several times over the year for treatment. Others may be in for no more than a day or two. The outreach provision supports pupils with medical conditions who are referred by a medical consultant and require home education and support while attending the hospital or who are struggling to return to full-time education. All pupils are dual registered with a mainstream school. Pupils come from a wide geographic area including the Isle of Wight and the Channel Islands. The majority are from White British backgrounds. At the time of the inspection, there were no pupils with statements of special educational needs and a very small number of looked after children.

On occasions, the service takes children under the age of five. At the time of the inspection, there were no children on roll and this aspect of the service's provision was not inspected.

The acting headteacher was appointed 18 months ago. The service has achieved the Healthy Schools award.

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

Tremona Road Hospital and Home Education Service provides pupils with a good education. It has a number of outstanding features, including the excellent quality of care and support which enables pupils to make excellent progress in their personal development. The very strong links with parents and carers and excellent working partnerships with a wide range of agencies do much to support pupils in their learning and well-being.

The acting headteacher has achieved much since taking up her post. She quickly identified what needed to be improved and, together with the support of a very committed staff team, has established a range of policies and systems that now underpins the good-quality work of the service. Management responsibilities have been delegated effectively and staff have been empowered to take on a range of roles. The strengths identified at the time of the last inspection have been built upon well. These factors, together with positive support from the management committee, contribute to the service’s good capacity for sustained improvement.

Pupils are overwhelmingly positive about the service, about how safe they feel and about how much they enjoy going to lessons. They talk very positively about the help they have been given, both for their work and for their personal development. Their behaviour is exemplary and they show considerable care and support for each other. Pupils have very good opportunities to contribute to the development of the service through the school council and contribute extremely well to the local community. They make good progress in their learning and gain a good range of basic skills that prepare them well for the next stage of education. Pupils benefit from experienced teachers who show a very good understanding of the nature of pupils’ medical needs and work very closely with pupils’ schools to support their academic progress. There is always a good level of verbal feedback to pupils about their work in lessons. Occasionally, however, opportunities are missed in the marking of pupils’ work to ensure pupils know how well they are doing and how they could improve their work.

The service has an accurate view of its strengths and areas for development through effective self-evaluation processes. The management committee is generally well informed of the activities of the service but does not receive sufficient information about the achievements of the different groups of pupils who are supported by the service. This restricts the management committee’s ability to challenge and monitor the service effectively to ensure that all pupils are making the progress they should.

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What does the school need to do to improve further?

- Improve the marking of pupils' work by ensuring that teachers indicate to pupils how well they are doing and what they need to do to improve further.
- Ensure that the management committee has a clear overview of pupils' progress to enable it to monitor its work more effectively and provide challenge to bring about further improvements.

Outcomes for individuals and groups of pupils

1

The attainment of pupils within the service varies considerably but, overall, is average. Many pupils have been out of school for long periods of time because of their medical conditions and this has led to gaps in their knowledge and understanding. However, the vast majority make good progress and achieve well in the short time they are with the service. There is particularly strong evidence that many pupils improve their reading ages and develop their numeracy skills well. The close working relationships with pupils' schools ensure that pupils continue effectively with their studies, such as in completing coursework linked to their GCSEs. In lessons, pupils work hard and show good progress. In a good mathematics lesson, for example, secondary-aged pupils developed their skills well in learning how to measure angles and shared their knowledge of the different types of triangles and angles. In another mathematics lesson, a primary-aged pupil made good progress in recognising how a cube is formed and identified which 'nets' would work and which would not.

Pupils clearly like attending the hospital classes and this is reflected in their high attendance at lessons. They say staff help them a lot and they enjoy all the different activities. They recognise what is good for them to eat and take advantage of the fresh fruit that is on offer at break and lunchtimes. There is great enthusiasm for the range of physical activities that go on during the week. The girls are even more enthusiastic than the boys about the regular coaching they receive from a member of the Southampton football coaching team. The school council is well established and pupils develop good personal skills in taking on the roles of chair and secretary. They value the fact that their ideas are listened to and, in discussion with the inspector, had very clear ideas of what they would be discussing at the forthcoming meeting.

Pupils' spiritual, moral, social and cultural development is excellent. They show considerable respect for each other and are very supportive in encouraging others to be involved. They make excellent progress in their personal and social skills and contribute much to the very positive ethos in lessons. They make a very positive contribution to the local community and this has led to the profile of the hospital school being raised. Pupils' enthusiasm for the service is reflected in the work pupils are undertaking, preparing leaflets and posters about the work of the service to take back to their mainstream schools.

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

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers' strong subject knowledge enables them to teach a wide range of subjects and work is generally matched well to meet the needs of pupils. Staff work extremely well in enabling pupils to continue with their coursework from their mainstream settings. Lessons are lively and include a range of activities that pupils clearly enjoy, incorporating well a mix of practical aspects as well as theory. Very occasionally, the pace of learning is slow and work is not always challenging. In most lessons, there are good opportunities for pupils to work together. For example, in a good personal development session, pupils worked in pairs to remember items on a tray and the task was extended further through recognising which items had been removed. In this session and many others, such as in football coaching, staff work extremely well with pupils, providing very positive role models. In all lessons, teachers use questioning well to check on pupils' understanding and give constant feedback about how well they are doing. Work in pupils' books is marked regularly but opportunities are sometimes missed to ensure pupils know how well they are doing and what they have to do to improve.

Pupils comment on how much they enjoy all that they do in the service, and this is because the curriculum is well planned. Although well focused on academic work, the curriculum does a great deal to support pupils in their personal and social development. While there are good opportunities for pupils to extend their literacy and numeracy skills in lessons, senior managers are in the process of improving planning to ensure these opportunities are easily identifiable and can be monitored

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

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more effectively. The work in lessons is supported well by visits out to museums and theatres. A trailblazing project is very popular and encourages pupils to be involved in outdoor activities. Good thought has been put into ensuring all pupils regardless of their ability are able to access physical education.

The care and welfare of pupils are at the heart of all that the service does. The extremely effective links with the medical teams ensure a great sense of partnership where nursing staff and doctors work in harmony with educational staff. Links with a wide range of agencies are used very well to support pupils and their families throughout pupils’ stay at the hospital and afterwards at home. Close working relationships are established very quickly with parents and carers. They will often sit in on lessons and are well informed about all the work that is done with their children. The high-quality support and guidance offered to pupils educated at home and in outreach enable the vast majority of them to return quickly and successfully to education in school or college.

These are the grades for the quality of provision

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

How effective are leadership and management?

Strong, determined leadership has brought about positive changes that are valued by staff. Many commented on how much they enjoy working in the service and how they feel valued and part of a team. The acting headteacher’s inclusive style of leadership ensures staff share a vision for the service and have a clear understanding of its strengths and areas for development. Those with subject responsibilities, although fairly new to their posts, understand their roles and have developed appropriate action plans to bring about improvements. A wide range of strategies is being used to extend teachers’ skills even further, including sharing good practice within the service and through visits to mainstream schools. Staff are committed to ensuring equality of opportunity and inclusion for all, and discrimination in any form is not tolerated. Regular meetings between all staff involved with the pupils, including medical and nursing staff, ensure that all are aware of how pupils are doing, both medically and educationally. The service is in the process of developing a more robust system for tracking progress that will support the good recording of achievements that is already in place.

The management committee has been effective in ensuring that safeguarding arrangements are excellent. In particular, procedures for checking the suitability of staff are very rigorous. The committee meets regularly and has done much in

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supporting the service. It is not fully effective, however, in monitoring and challenging the service’s work because it does not have enough detailed information regarding pupils’ progress.

The service has established good links across a wide geographical area and this ensures that community cohesion is good. Effective use is made of the community to support pupils’ learning, and the service has planned carefully to develop community cohesion further through developing closer links with other communities, both globally and nationally.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

The very high return from parents and carers reflects their overwhelmingly positive views of the service. Many took time to write very detailed comments about all that the service has done for their children. Several commented specifically about the high-quality work of the outreach service. Parents’ and carers’ comments about the service can be summarised by one parent who wrote, ‘The teachers do an excellent job and helped my daughter gain so much in confidence, she can finally do work she never thought she could.’

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tremona Road Hospital and Home Education Service 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 37 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	60	9	36	1	4	0	0
The school keeps my child safe	20	80	3	12	0	0	0	0
The school informs me about my child’s progress	16	64	7	28	1	4	0	0
My child is making enough progress at this school	12	48	8	32	2	8	0	0
The teaching is good at this school	17	68	8	32	0	0	0	0
The school helps me to support my child’s learning	19	76	5	20	0	0	0	0
The school meets my child’s particular needs	17	68	7	28	1	4	0	0
The school deals effectively with unacceptable behaviour	16	64	3	12	0	0	0	0
The school takes account of my suggestions and concerns	17	68	6	24	0	0	0	0
The school is led and managed effectively	20	80	2	8	1	4	0	0
Overall, I am happy with my child’s experience at this school	21	84	4	16	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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

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



30 November 2011

Dear Pupils

**Inspection of Tremona Road Hospital and Home Education Service,
Southampton, SO16 6HU**

Thank you very much for being so friendly and helpful when I came to visit you recently. I very much enjoyed meeting you and should like to give a special thank you to those of you who took time to talk to me.

I agree with you that the service is good. You told me how very safe you feel and how well staff support you. The care and support you get from staff are excellent. You have a very good understanding of keeping healthy and I enjoyed watching you gain skills in controlling the ball in the football coaching session.

Teaching is good and this ensures that you achieve well and make good progress. Occasionally, the marking of your work does not tell you how well you are doing and how you can improve and I have asked teachers to do this to help you make even better progress. Staff work very closely with the medical teams and with your parents and carers and this supports you very well.

The service is well led and staff are committed to doing the best for you. They have lots of information about how well you are doing and I have asked them to make sure the management committee has this information so that it can ensure the service gets even better.

I hope you continue to support staff in bringing about improvements and wish you all well for the future.

Yours sincerely

Sarah Mascall
Lead inspector

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