

Hospital and Outreach Education

Inspection report

Unique reference number	133717
Local authority	Northamptonshire
Inspection number	381538
Inspection dates	13–14 June 2012
Lead inspector	Bill Stoneham

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	3–19
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The local authority
Headteacher	Lynn Mayer
Date of previous school inspection	4 March 2009
School address	Delapre Learning Centre Alton St, Off Main Rd Northampton NN4 8EN
Telephone number	01604 662250
Fax number	01604 662251
Email address	lmayer@northamptonshire.gov.uk

Age group	3–19
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Introduction

Inspection team

Bill Stoneham

Additional Inspector

Janet Catto

Additional Inspector

This inspection was carried out with two days' notice. Thirteen lessons were observed, featuring 12 different teachers and external tutors. In addition, various samples of pupils' work were undertaken. Discussions were held with the Chairman of the Management Committee, pupils, various stakeholders, the headteacher and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. Questionnaire responses from seven parents and carers, 33 staff, and 28 pupils were analysed and their views taken into account. Five parents and carers were contacted by telephone and one meeting was held with a parent.

Information about the school

Hospital and Outreach Education (HOE) caters mainly for pupils with diagnosed medical conditions, including mental health issues. Many have gaps in their learning through disrupted schooling because of their medical conditions. Provision is located in seven separate venues: Hospital and Outreach in Northampton and Kettering for students aged 11 to 16, frequently with acute mental health needs; The Sett, a residential psychiatric unit for students aged 13 to 19; hospital classes at both Northampton and Kettering hospitals for in-patients aged 3 to 19; and provision at venues in Northampton and Kettering where the school has responsibility for primary-aged pupils who have been permanently excluded from their mainstream schools. In addition, HOE operates an outreach service for pupils who are recovering from operations or who are too ill to attend school. This teaching mainly takes place in the pupils' homes.

The majority of pupils are in Key Stages 3 and 4. Pupils remain in the school for varying lengths of time. There are similar numbers of boys and girls, though numbers in the hospital settings change daily, meaning that the student population is transient. Nearly all pupils are from White British backgrounds. The proportion identified as disabled and those with special educational needs is high and far in excess of the national average. All pupils attending the centres in Northampton, Kettering and The Sett have disabilities and special educational needs frequently associated with mental health conditions. The proportion of pupils known to be eligible for free school meals is well above average.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- Hospital and Outreach offers all pupils, including those in the Early Years Foundation Stage and in the sixth form, an outstanding level of education and therapeutic care. This very special school is successfully changing the life chances of all its pupils.
- Overall effectiveness is outstanding because the pupils' achievements are outstanding. These high levels of achievement result from an excellent and thoughtfully-planned curriculum, with its emphasis on developing skills in literacy, numeracy and information and communication technology (ICT), as well as offering a broad and expanding range of GCSE and other examination options.
- The sixth form is outstanding because pupils who have often suffered considerable disruption in their education are given carefully planned opportunities to succeed, including progressing to university.
- Teaching is outstanding because it meets individual needs. Where teaching is especially strong, outstanding learning is developed through independent and collaborative working. Teachers use their subject knowledge extremely well to challenge the pupils. Expectations are consistently high. While effective, the development of pupils' skills in literacy, especially reading aloud, is not wholly consistent and there are sometimes missed opportunities in plenary sessions for pupils to discuss and assess for themselves the progress they have made.
- Behaviour and safety are outstanding. In safe, happy and harmonious settings, pupils work together well making great strides in their education and personal development.
- Leadership offered by the headteacher is outstanding. At all levels, including a highly effective management committee, leadership and management are outstanding and complemented by the work of a highly dedicated and

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committed staff team. Self-evaluation is accurate; the school knows its strengths and, through a detailed programme of staff development, is able to secure further improvements. Pupils' spiritual, moral, social and cultural development is skilfully promoted throughout the planned curriculum and in the day-to-day provision.

What does the school need to do to improve further?

- By January 2013, further increase the proportion of outstanding teaching by ensuring that:
 - teachers seize every opportunity for pupils at all levels to read for themselves, including regularly reading aloud
 - consistent use is made in lessons of plenary sessions, including mini-plenaries, so that pupils can discuss what they have learnt and self- and peer-assess their achievements.

Main report

Achievement of pupils

Most pupils have suffered considerable disruption to their education as a result of their health problems and levels of attainment on entry are usually below average. Many have been out of school for considerable periods of time. By the time they leave, most are working at levels that could not have been imagined when they first entered the school. The achievement of all groups, including Early Years Foundation Stage pupils, sixth formers, disabled pupils and those with special education needs, is outstanding. Pupils who stay for shorter periods, usually in the hospital wards, benefit from the careful one-to-one tuition they receive, and are able to return to their mainstream settings with the minimum of disruption. Those who are home tutored also benefit from the individualised programmes. These frequently aid their successful reintegration to mainstream education or progression into one of the specialist units operated by the school, where their education will continue and they will be able to socialise and mix with others.

The school's extensive tracking and monitoring systems, plus evidence from classroom observations, confirm that achievement in the various provisions is outstanding. A strong emphasis on the teaching of literacy, numeracy and information and communication technology enhances the progress made. Reading levels at both the end of Key Stage 1 and Key Stage 2 are broadly average and are improving well. Key Stage 4 results show a strong trend of improvement over time which is helped by an ever increasing number of GCSE options. Data indicate little variation in the performance of boys and girls. Pupils' outstanding achievement is helped by their usually exemplary behaviour and their improved attendance, supported by a highly effective and carefully planned curriculum. The personalised Key Stage 4 provision, especially that offered in The Sett, ensures that vulnerable and disadvantaged pupils are able to follow courses that meet their specific needs

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with considerable success.

In most lessons, the progress made is good and frequently it is outstanding. In a Key Stage 2 art lesson on the works of Keith Haring, teaching was outstanding and pupils made rapid progress because they were enthused and excited by the work set, including the use of information and communication technology to enhance their knowledge and understanding. In a lesson for pupils aged 14 to 18 on food preparation at The Sett, pupils made rapid progress in their work because they were encouraged to work in small groups and to make their own decisions. Literacy and numeracy were promoted most effectively through reading recipes and the need to decide on the mix of ingredients and measure accurately.

Quality of teaching

Teaching is outstanding. This includes the Early Years Foundation Stage, the sixth form and the teaching of disabled pupils and those with special educational needs. During the inspection, the vast majority of teaching was at least good, with a high proportion judged outstanding.

Teachers are knowledgeable and enthusiastic and keen for the pupils to succeed. Teaching is frequently exciting and challenging, and successfully stimulates interest and enjoyment. Carefully planned lessons contribute to the pupils' outstanding achievement. In some lessons, though pupils worked well together, they were not always provided with opportunities to self- and peer-assess their work and discuss their learning because of inconsistencies in the use of plenary sessions. Where teaching was outstanding rather than good, such opportunities were available and the pupils clearly appreciated and benefited from discussing their work and progress.

In many lessons, pupils were encouraged to read for themselves and to read aloud. Some, including pupils in Key Stage 2, displayed good skills, reading aloud with confidence and feeling. In most lessons, pupils read instructions accurately and then progressed to successfully tackle challenges based on their reading. For example, in two food technology lessons observed, pupils read recipes and then accurately followed the instructions, including carefully measuring ingredients. In a minority of lessons, teaching was good rather than outstanding because the scope for reading was limited, or opportunities not consistently seized.

Full advantage is taken to promote pupils' spiritual, moral, social and cultural development. Teamwork and responsibility are fostered well and, in many lessons, quite deep spiritual, moral and cultural issues are discussed with maturity. In art, for example, pupils look at various cultural influences and in a Key Stage 4 lesson observed pupils looked at masks from many different cultures, examining the influences on their design. In another Key Stage 4 lesson, pupils were encouraged to reflect on the ideals of the modern day Olympics, including how views and opinions had been changed by athletes such as Jessie Owens.

Though few parents and carers returned their inspection questionnaires, those who

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did so are unanimous in their view that the quality of teaching is high, a view echoed by most pupils.

Behaviour and safety of pupils

Pupils are safe, secure and well cared for. Pupils know how to keep safe and in the inspection questionnaires, pupils, parents and carers all indicated that they have no concerns about safety. Behaviour in lessons, around the various sites and over time is outstanding. Indeed, in many of the lessons observed, pupils' outstanding behaviour made a significant contribution to their high quality learning. Further evidence of the high quality of behaviour is provided by the improving attendance rates achieved by many, including some who rarely attended school previously and who now boast records that are at least in line with national expectations.

Fixed-term exclusions are very rare and this is particularly creditable given the pupils' highly complex needs. These impressive outcomes reflect improvements in the personalised and varied curriculum, which are successfully engaging pupils and helping them to gain better results. Pupils have a very well developed awareness of different forms of bullying and how to stay safe. Incidents of bullying and harassment, including those based on race, gender or sexual orientation, are extremely rare. If they do arise, detailed and appropriate procedures are in place and pupils say they are very confident in turning to adults for help and support.

Another aspect of the outstanding behaviour is the many opportunities for pupils to show responsibility and to make decisions. For example, pupils at The Sett help to organise an annual fete and then decide how the funds raised might be spent. This is a thoughtful way of encouraging pupils to think for themselves and make challenging decisions. The vast majority of pupils are happy to attend this school because they feel safe, valued and cherished.

Leadership and management

The headteacher provides outstanding leadership and is well supported by her excellent senior team and a superb group of staff. Morale is high. Every respondent to the staff inspection questionnaire said they were proud to work at the school.

Self-evaluation is strong. Equality of opportunity is promoted vigorously, especially through the well-planned curriculum, and discrimination is not tolerated. The monitoring and tracking of pupils' work is thorough and effective. The performance of different groups is closely monitored, ensuring that any gaps in performance are identified and closed. The highly effective management committee is fully involved in monitoring. Committee members have a keen understanding of all aspects of the school's work and are proud of what it achieves.

Provision for all pupils is outstanding, with no significant variations in the achievements of different groups. All, including disabled pupils and those with special educational needs, are making outstanding progress. Safeguarding procedures meet

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statutory requirements and give no cause for concern. Every site is safe with appropriate provision, including extremely detailed risk assessments, made for all activities whether off-site or in the school.

The monitoring of teaching and learning has improved well, as has the use of individualised targets: these refinements have had a significant impact on the improvements recorded since the previous inspection. Senior staff are adept observers of teaching. An effective focus on staff professional development ensures that teaching is outstanding. Self-evaluation is detailed and difficult to fault, ensuring an excellent capacity for further improvements. The support offered by the local authority has also helped improve standards.

The curriculum is outstanding. It has evolved well, especially at Key Stage 4 and in the sixth form since the previous inspection and contributes significantly to the outstanding outcomes. The high quality of extra-curricular provision through activities such as a ukulele club, all-terrain biking and the Karuri Project, whereby support is offered for a school for orphans in Kenya, all effectively promote spiritual, moral, social and cultural development. Parent and carer satisfaction is extremely high. As one parent commented: 'You are fantastic. You have helped us deal with past upset and move on and be more optimistic.' Another commented: 'We will never forget the help we have received. We are profoundly grateful.'

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



18 June 2012

Dear Pupils

Inspection of Hospital and Outreach Education, Northampton, NN4 8EN

You may recall that a colleague and I recently visited you. We enjoyed talking to you and learning about your views. You told us that the school is outstanding and we agree. You attend a very special and caring place where all your staff are keen to help you. Your own contribution is important. Your excellent behaviour and improving attendance contribute significantly to the outstanding outcomes.

So many things impressed us. Teaching is outstanding. You are taught by an enthusiastic and dedicated team of teachers and support staff who are keen for you to succeed. Work set in lessons is challenging, and engages and motivates you. Teaching is frequently outstanding but we have asked senior staff to ensure that even more teaching reaches this level. We want staff to give you more chances in lessons to read, including reading aloud. We also want them to give you more opportunity to discuss your work and assess the progress you make for yourselves.

So many other things impressed us. Your excellent curriculum helps you to succeed academically and gain in confidence. The extra-curricular provision helps in this regard and it was good to see some of you using the all-terrain bikes. We were disappointed not to hear the ukulele group perform, but we enjoyed the cakes that some of you prepared for us. The blue-iced cakes baked by pupils at The Sett looked quite alarming, but tasted just fine! We were also impressed to hear how you help others. Your support through the Karuri Project for a school in Kenya is particularly noteworthy. Your success in raising funds so that they have been able to buy a cow is especially impressive.

We wish you every success in your future endeavours. By maintaining and building on the very high standards you have set, you can help your staff secure the improvements we have requested.

Thank you for making our visit enjoyable and memorable.

Yours sincerely

Bill Stoneham
Lead inspector

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