

# Hampden House Hostel

Cats Lane, Great Cornard, Sudbury, CO10 2SF

**Inspection dates** 5–6 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2
Overall effectiveness of the residential experience		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress in reading, writing and mathematics during their relatively short stay in the unit.
- The residential part is good overall and all the national minimum standards are met.
- Good teaching, characterised by good management of pupils' behaviour, the brisk pace of lessons and use of well-chosen activities, leads to effective learning and good progress in lessons.
- Teachers' performance is well managed and staff benefit from good opportunities for professional development.
- Pupils' behaviour and safety in the unit and in the residential provision are good. Their good progress in behaviour and attendance enables them to re-engage with learning.
- Good leadership and management in the unit and in the residential provision, together with good support from the local authority and management committee, have led to good improvement since the last inspection. This demonstrates good capacity for sustained improvement.

### It is not yet an outstanding school because

- Not enough teaching is outstanding and teaching does not always extend pupils' thinking in lessons.
- Occasionally, pupils are not informed of their next steps for learning when their work is marked.
- Pupils are sometimes over-reliant on adult support for their learning and are not always challenged to work independently.
- Residential pupils are not provided with the contact details of the person outside the school who they can talk to about any concerns.
- Records of incidents of physical restraint do not consistently show the reflection work undertaken with pupils nor their views.
- There are limited opportunities for pupils to develop independence skills in the residential provision.

## Information about this inspection

- Eight lessons were visited where teaching was observed jointly by the lead inspector and the deputy headteacher.
- All aspects of residential provision were looked at by the social care inspector.
- The lead inspector heard pupils reading and looked at samples of their work.
- Informal discussions took place with pupils and meetings were held with the Chair of the Management Committee and staff. A telephone discussion was held with the local authority representative.
- The views of parents and carers were taken into account through telephone discussions. No responses from Parent View were received.
- Inspectors observed the unit's work and looked at a range of documentation including policies for safeguarding, procedures for administration of medicines, records of incidents and the use of physical restraint, the self-evaluation summary, minutes of management committee meetings and information about pupils' progress.

## Inspection team

Declan McCarthy, Lead inspector	Additional Inspector
Deidra Keating	Social Care Inspector

## Full report

### Information about this school

- Hamden House is a small pupil referral unit (PRU) providing short stay, full-time education and residential care for up to 12 pupils, aged between 11 and 14 years. They may have been permanently excluded from school and not all pupils are resident.
- The PRU aims to return pupils to mainstream school and to live at home as soon as they are ready. Currently there are six residential pupils, one who has successfully returned to mainstream school and now lives at home, and another who no longer attends but is still on the roll. Pupils arrive at the PRU with a history of disruption to their education and poor attendance.
- All pupils are supported at school action plus or have a statement of special educational needs for their behavioural, emotional and social difficulties. A few have additional needs such as autism.
- All pupils are from White British backgrounds.
- The proportion of pupils for whom the PRU receives the pupil premium (additional funding for pupils known to be eligible for free school meals, in local authority care or from families with a parent in the armed forces) is above average. A few of these pupils are in local authority care and none are from families in the armed forces. There are no pupils eligible for the Year 7 catch-up premium.
- Since the last inspection, the youngest age of pupils on admission has changed from seven to 11 years and all pupils receive residential care until they are ready to transfer to other schools. The PRU now operates as a short-stay school where pupils are provided with education and residential care typically for two terms, although this is occasionally extended to three terms. The PRU provides outreach support for 142 pupils in eight local schools.
- The PRU uses no other school or provider to educate its pupils.
- The leadership team has been strengthened with a new head of residential care, and a new family worker. A new Chair of the Management Committee has recently been appointed.

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

- Increase the proportion of outstanding teaching by ensuring that pupils:
  - always know their next steps for learning when their work is marked
  - are challenged more often to work independently in lessons so they become less reliant on adult support for their learning
  - are always asked challenging questions in lessons to extend their learning.
- Ensure that residential pupils are provided with the contact details of the persons outside the unit whom they can speak to about any issue that concerns them.
- Consistently record pupils' views and the reflection work undertaken with them in the records of incidents of physical restraint.
- Provide more opportunities to develop pupils' independence skills in the residential provision.

## Inspection judgements

### The achievement of pupils is good

- Pupils' attainment on entry to the PRU is low, given their previous histories of disruption to learning, disaffection and poor attendance. Within the two terms of their stay in the unit, they make good progress in closing the gap in their performance compared with other pupils nationally. The PRU's accurate data shows that nearly all pupils make at least good progress over time and some make outstanding progress in English and mathematics.
- Pupils make good progress in reading because teachers and teaching assistants use every opportunity to promote reading. Good support provided from residential care staff in reading to pupils or encouraging them to read during the evenings ensures that their good progress in reading is consolidated.
- Pupils who received additional support through pupil premium funding, including those known to be eligible for free school meals and the few pupils who are looked after by the local authority, make equally good progress as their classmates. They reach similar levels of attainment in English and mathematics as other pupils, which demonstrate the effectiveness of the additional support.
- Pupils with additional special educational needs, such as autism, make good progress in social interaction because learning activities, based on pupils' interests such as caring for the chickens, are well chosen to promote enjoyment and re-engagement in learning. Pupils with statements of special educational needs make equally good progress in reading, writing and spelling as their classmates because good use is made of assessment to tailor activities to their individual needs.

### The quality of teaching is good

- Good teaching throughout the unit ensures that all pupils learn effectively and make good progress. Lessons always proceed briskly and teachers make good use of lesson time to ensure as much learning as possible is covered. Consistently good management of behaviour is enshrined in strong relationships between staff and pupils who re-engage with learning rapidly. In an art lesson, all adults worked closely with pupils encouraging them to do their best with good use of praise and reminders to improve their sketches. Pupils responded well, remained focused on learning and tried their best.
- Teachers plan activities which enthuse pupils' enjoyment of learning, making good use of well-chosen resources. In a science lesson, vinegar, sugar and bicarbonate of soda were used in three investigations on chemical reactions. Pupils looked closely at the action of vinegar on milk to determine whether the reaction was reversible or not. As a result of the excellent use of resources in this lesson, pupils learned enthusiastically and remained focused on the activity throughout.
- Teaching assistants are generally well used to support learning in lessons, breaking tasks down into smaller achievable steps and clarifying any misunderstandings. Occasionally, pupils are too over-dependent on teaching assistants which limits the development of their independent learning skills.
- Pupils' prior learning is used well to plan activities that pupils can do and yet which challenge their thinking. Pupils know their targets and teachers always mark pupils' work with positive comments. While they provide good feedback on what pupils have achieved, teachers do not

always identify pupils' next steps for learning.

- The teaching of communication skills, literacy and numeracy is good and every opportunity is taken to develop and promote these skills across a range of subjects and activities. In a food technology lesson, literacy and numeracy were promoted well as pupils were encouraged to read their recipe for a sponge cake carefully and to measure out the ingredients accurately.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour and safety are good. Pupils make good progress in their behaviour in lessons and around the unit. In all lessons seen during the inspection behaviour was generally good, with just a few incidents of minor disruption which were well managed by staff. Good relationships are fostered by staff, with clear boundaries and expectations for learning and behaviour. This enables pupils to settle into their routines and they develop good attitudes to learning. As a result, they re-engage with learning quickly and make good progress.
- Pupils move safely from one area to the next and were seen playing football safely in the playground at break time. They develop turn-taking and table manners at lunchtime, although there are limited opportunities for them to take responsibility for serving food to others or helping to clear away after lunch. Residential pupils safely participate in a range of evening activities which have been assessed for potential risks.
- In discussion, pupils said they felt safe and most said that their behaviour had improved. Pupils also said that incidents of bullying are dealt with effectively. They have a good understanding of bullying and, by the time they leave the unit, their behaviour is good. This enables the majority of pupils to return successfully to mainstream school and live within their local community.
- Pupils' attendance also improves significantly, with the majority achieving above average attendance. Good support for families enables pupils to make rapid progress in attendance and a smooth transition to their next school.
- During telephone discussions, parents and carers said that behaviour and safety are good and that they had noticed the rapid progress their children make in their behaviour.
- Behaviour in the residence is generally good. Pupils politely show awareness and consideration of visitors. Clear boundaries, safe rules and reward systems are consistently used and understood by pupils. Minor disagreements are quickly resolved, although there have been a number of bullying incidents since the last inspection. Investigation work is undertaken to ensure that pupils are not targeted.
- Residential pupils say that they feel safe in the knowledge that bullying incidents are taken seriously. Parents confirm pupils are safe and this has correlated with a significant reduction in their risk taking behaviours. Some behavioural incidents reach the criteria for physical intervention. Safe management of these interventions and follow up work ensure that pupils have opportunities to voice their feelings and reflect on their behaviours. However, the record does not always evidence this reflection work, and consequently, reporting is inconsistent.
- The safety of residential pupils is good. The school gives pupils' safety high profile and priority. The school environment is safe, secure and regularly monitored. Appliances and fire prevention equipment are checked to ensure compliance with safety regulations.

**The leadership and management are good**

- Senior leaders give a strong direction for school improvement and have ensured that staff work effectively as a team to bring about improvement and adapt quickly to the re-organisation of the unit as a short-stay school. The local authority has provided good support for this transition.
- Good management of staff performance, with frequent monitoring of teaching and learning, has ensured good teaching with some outstanding teaching in the unit. The outcomes of monitoring have been used to set objectives to improve the quality of teaching and pupils' progress. The achievement of these is carefully linked to salary progressions. Support and further training opportunities are provided where weaknesses are identified and these have been used well to improve the quality of teaching.
- The school has an accurate view of pupil outcomes and the impact that teaching has on these. This information is used well to establish clear priorities for further improvement, such as the further refinement of assessment systems to record progress from pupils' starting points.
- The good curriculum is tailored to the individual needs of each pupil, with a strong emphasis on promoting literacy numeracy and communication skills. Leaders ensure that pupils' personal development, including their spiritual moral social and cultural development, is promoted through well-conceived opportunities in personal social and health and education which permeates the life of the unit. These include opportunities to learn together through team building in outdoor adventurous activities and through team games, such as rugby and football.
- Pupils develop their confidence and self-esteem through rewarding experiences in learning and through the good role modelling from staff. They have good opportunities to develop their awareness of different cultures through, for example, preparing different breakfasts from around the world. The wide variety of evening activities for residential pupils, and a range of visitors to school such as circus artists, greatly enhances their enjoyment of learning.
- The good links with parents and carers that are enabled through the family worker, residential staff and school counsellors ensure pupils' smooth transfer to other schools within their local communities. Good links with local schools have been established through effective outreach support for pupils with behavioural emotional and social difficulties in these schools.
- Leaders are ensuring that pupil premium funds are spent on activities to successfully re-engage pupils who are eligible for this additional funding, such as horse riding activities.
- The leadership and management of the residential provision are good. The aims and criteria for the school translate well into everyday practice. All pupils use the residential provision, which is integral to the school. The staff team are dedicated and genuinely committed to providing an orderly and safe environment that pupils clearly benefit from. There is a drive to implement change and improve outcomes for pupils. Monitoring visits are rigorous and raise actions for improvement through detailed reports. Improvement is evident since the last inspection.
- Recruitment procedures are established and robust checks are undertaken on residential staff. There are clear procedures for safeguarding and these have a good profile throughout the school. Safeguarding roles are designated and made known to all staff. Staff benefit from regular safeguarding training. They are competent in their knowledge of management of concerns safeguarding pupil's welfare.
- There have been no complaints in the residence since the last inspection. Pupils, parents and carers, and professionals value the provision and the partnership with parents and carers is a

key strength. Parents and carers speak highly of the benefits of the school, the calibre of staff and the open communication. One parent said, 'The school have done a fantastic job - it's the longest he has stayed at any school and made progress.' Records and documents provide a clear understanding of pupils' lives and their secure storage ensures confidentiality.

■ **The governance of the school:**

- The management committee works closely with the local authority to ensure that the unit meets all statutory requirements, especially those for safeguarding. The procedures for vetting staff and visitors are rigorous and training in safeguarding is up-to-date. The local authority and management committee have an accurate view of the quality of teaching, based on a careful scrutiny of school information about pupil progress and through visits to the unit. They have overseen good arrangements for the management of the headteacher's performance which are based on the unit's priorities for development. They effectively hold the school to account for its spending to achieve value for money.

<b>Outcomes for residential pupils</b>	<b>are good</b>
<b>Quality of residential provision and care</b>	<b>is good</b>
<b>Residential pupils' safety</b>	<b>is good</b>
<b>Leadership and management of the residential provision</b>	<b>is good</b>

- The quality of residential provision and care is good. The outcomes for residential pupils are good. Pupils are happy and settled. They benefit from positive relationships with staff who are good role models and provide individual emotional support. Pupils thoroughly enjoy after-school and evening activities. They take part in a rich range of these with enthusiasm, including horse riding, movie night and swimming.
- The unit supports pupils' personal development well. Pupils develop good personal care routines which raise their self-esteem and confidence. They gain valuable life skills as they learn to shop, budget and cook. Fundraising events encourage pupils to understand about the needs of others and the benefits and enjoyment of teamwork. Pupils' views are valued and influential; they choose their own resources, décor and activities. There are, however, few opportunities for pupils to take responsibilities in the provision and the organisation of some resources limits their independence.
- Good links between academic and care staff effectively support pupils. Each pupil has a designated key worker who provides support sessions tailored to changing daily events. Good induction procedures support the arrival of new pupils. However, the information provided does not identify an adult independent of the school for pupils to contact, as required.
- Concise care plans guide staff in all aspects of pupils' care, health and education. Catering arrangements work well, encompassing birthday celebrations, specific dietary requirements and healthy balanced meals. Meal times are social events where staff and pupils sit together. This has resulted in pupils developing good table etiquette and increased their confidence in trying out some new foods. The standard of accommodation is very good. Single, well-equipped rooms provide pupils with personal space and privacy. Communal areas are comfortable and clean. Ample space is available for quiet time and homework is routinely facilitated by staff. Clear routines such as settling times, meal times and personal care are key to helping pupils feel secure and settled. This enables pupils to progress academically and socially in preparation for transition to the next stage of education.



## What inspection judgements mean

<b>School</b>		
<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

<b>Residential provision</b>		
<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.



## School details

<b>Unique reference number</b>	124530
<b>Social care unique reference number</b>	SC024594
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	402267

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

The inspection of residential provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	11–14
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	8
<b>Number of boarders on roll</b>	6
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	Rick Tobin
<b>Headteacher</b>	Andy Chidwick
<b>Date of previous school inspection</b>	7 December 2009
<b>Telephone number</b>	01787 373583
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