

Education in Hospital 1 (Airedale)

Learning Support Service, Education Bradford

Future House, Bolling Road, Bradford, West Yorkshire, BD4 7EB

Inspection dates 17–18 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Good	2
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Since the previous inspection, teaching and pupils' achievement has declined significantly. Pupils' achievement is inadequate because the quality of teaching overall is inadequate.
- Some teachers have not kept abreast of how literacy and numeracy are now taught in primary schools. Some have a scant knowledge of how young children in the Early Years Foundation Stage learn.
- Some teachers' understanding of how pupils with disabilities and special educational needs, such as autism, learn requires improvement.
- The way teachers assess and record pupils' achievement lacks detail about the knowledge and skills pupils have acquired in each lesson, any difficulties they encountered, and the next steps needed in their learning.
- Too little information is passed to the pupils' home schools about their achievements and teachers do not always have enough time to make good links with these schools.
- Some teachers are resistant to the ideas and methods the headteacher has introduced.
- Leaders and teachers are not aware of pupils who are entitled to the pupil premium and so do not always meet their needs well enough.
- The system to keep a check on pupils' attainment and progress of those who are patients for more than 10 days, and those whose conditions mean they are regularly re-admitted is in its infancy. It does not yet provide good enough information about their achievements overtime.
- Leaders have an inaccurate view of the unit's performance. The capacity to improve is weak.
- The headteacher has not formally monitored how teachers perform in the classroom and does not visit the unit often enough to drive improvement at a good enough rate.
- Governance by the management committee has only been in place for a few months and is not yet fully aware of all aspects of the role. Not all legal requirements are met.

The school has the following strengths

- Some teaching is good. All staff are particularly skilled in helping pupils settle and in providing a routine for the pupils.
- Despite their discomfort and conditions, pupils' behaviour is good and they feel safe. Pupils have a very positive attitude to learning.

Information about this inspection

- The inspector observed teaching and learning in six lessons, or parts of lessons, taught by two different teachers. The inspector also looked at pupils' work which had been completed by the other two teachers.
- All the lessons observed were with primary-aged pupils.
- One of the lesson observations was undertaken jointly with the headteacher.
- The inspector heard pupils read and looked at the work in their files.
- From discussions, the inspector took into account the views of staff. There were no responses to the staff questionnaire provided by Ofsted.
- Discussions were held with pupils, members of the management committee, staff, medical staff, and representatives of the local authority.
- The inspector spoke with parents. There were no responses to the on-line questionnaire (Parent View).
- The inspector looked at a range of evidence including the unit's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents concerning safeguarding.

Inspection team

Katharine Halifax, Lead inspector

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- The unit is located at Airedale General Hospital. In addition to serving the Bradford authority, the hospital admits pupils from North Yorkshire, South Cumbria and Lancashire.
- The hospital delivers initial care to patients. This leads to a largely transient population of pupils who arrive, often in the acute stage of an illness, but who leave relatively quickly once they are sufficiently recovered or referred elsewhere. Most pupils spend between one and four days in hospital.
- A small proportion of pupils experience recurrent admissions, and a similar proportion require a longer stay.
- The number of pupils changes daily with the majority being in hospital for less than a week. At the time of the inspection 10 pupils aged between four and 16 years were in the hospital. Only the primary age pupils were well enough to receive tuition. All pupils stay on the register of their home school.
- The proportion of disabled pupils and those who have special educational needs varies daily, but is usually around the national average.
- A number of pupils are supported through school action and at school action plus. This means they are given additional help with their learning.
- A few pupils have a statement of special educational needs detailing their disability or educational needs as well as the help that will be given. While these statements are mainly concerned with the pupils' medical condition, a high proportion are for pupils with profound or complex needs.
- The proportion of pupils supported through the pupil premium in their own school varies considerably according to the patients admitted. Pupil premium funding is intended for the support of pupils known to be eligible for free school meals, in the care of the local authority, or from families in the armed forces. The unit does not receive any such funding.
- Pupils come from a range of ethnic backgrounds. On average, around a half are of White British heritage, with the majority of others being of South East Asian heritage. The proportion of pupils from Eastern Europe is increasing.
- The headteacher is relatively new to the school, having been in post for a year. He and the management committee also have responsibility for the hospital school at Bradford Royal Infirmary and Tracks (which is a unit for pupils with medical conditions).
- Four teachers work across the service, although there is only ever one teacher at the unit at any one time.

What does the school need to do to improve further?

- Rapidly and sustainably improve the quality of teaching to be consistently good or better in order to speed up pupils' progress and raise achievement by:
 - eradicating all inadequate teaching
 - making sure work is pitched at the correct level so all pupils make equally good progress
 - providing suitable training for the teaching of literacy and numeracy to primary age pupils,

training in the current Early Years Foundation Stage curriculum, also in the teaching of pupils with autism, and for those pupils with the most profound needs

- ensuring teachers accurately assess and record the knowledge and skills pupils acquire in each lesson, as well as any difficulties they may encounter, and passing this information on to the pupils' home schools
- making sure that all teachers support and use effectively the systems and approaches introduced by the headteacher.

■ Improve strongly the leadership and management of the unit, including the governance by the management committee, by:

- ensuring the unit has an accurate view of its own performance which reflects current practice and contains up-to-date evidence
- the headteacher spending more time in the unit keeping a rigorous check and focus on improving the quality of teaching and learning
- prioritising the development targets that will be of most use to speeding up school improvement
- making sure governors are fully aware of all aspects of their role, and fulfil their statutory duties.

■ Ofsted will make recommendations on governance to the authority responsible for the school.

Inspection judgements

The achievement of pupils

is inadequate

- Attainment on entry to the unit varies considerably because of the age and ability of each pupil but is, overall, broadly average. The achievement of primary age pupils and those who are disabled or with special educational needs has declined since the last inspection. Overall, too many of these pupils leave the hospital having made inadequate progress and so their achievement is inadequate.
- Children in the Early Years Foundation Stage make choices and lead their learning when they are in the playroom, but too often they are in the school room. In the school room, learning is too formal and too directive which limits considerably progress in the children's personal and social development, in their knowledge of the world, in their physical development, and in their communication.
- Leaders and teachers intend to provide an equality of opportunity for the pupils, but in practice this does not happen. For example, pupils who are disabled and those with special educational needs make inadequate progress. This is because some staff have too limited an understanding of working with pupils with autism. Their ability to work with pupils with profound needs equally limits the progress these pupils make in developing their communication skills because some teachers have little experience of using signs, symbols or a picture exchange system to aid communication.
- A small proportion of pupils are often re-admitted. These are usually pupils with the most profound needs. Where teachers have links with a pupil's home school and follow their individual education plan and programme of study, the pupil's progress is generally better because their learning needs are met and understood.
- Pupils read every day. Where they make the most progress, the teacher is confident in teaching reading, particularly in helping pupils use their knowledge of letters and sounds to recognise new words. However, a lack of understanding of such methods by some teachers means pupils in their lessons go through the motion of reading without fully understanding what they have read.
- The same pattern emerges for progress in mathematics. Where teachers are confident in their knowledge of teaching numeracy, good progress is made. However, where this knowledge is lacking, pupils become confused and are told inappropriate methods, for example, when working out and giving change when shopping.
- There are no systems in place to check on the progress of pupils in respect of their ability, ethnic background or gender grouping. The progress of all groups of pupils is too variable, being dependent on the variable quality of teaching. Pupils make good progress in those lessons where teaching is good because the work is accurately matched to pupils' ability and interest. Too few lessons are good.
- Leaders are unaware of which pupils are entitled to the pupil premium. However, the progress of this group of pupils is similar to the inadequate progress made by most of their peers and is again dependent on the quality of teaching. This is equally so for the most able and pupils who are gifted or talented.

The quality of teaching

is inadequate

- The quality of teaching is too variable. Too much is inadequate or requires improvement.
- Some members of staff are too resistant to change and are not giving of their best. This is particularly evident in the daily recording of pupils' achievements in lessons. All too often the only comments are of the tasks undertaken, rather than the knowledge and skills pupils have gained, any difficulties they have encountered or the next steps to be taken in their learning. This shows that overtime teaching is inadequate.

- Teachers endeavour to provide tasks which will motivate an ill child. However, too often these are commercially produced worksheets or computer programmes. Although pupils enjoy working on the computer, this task and the worksheets are not always pitched at the correct level so learning is limited.
- As the result of a lack of understanding in some aspects of primary education by some teachers, opportunities to follow up on pupils' misunderstandings are missed. For example, when a pupil thought 'snowplow' was the correct spelling of 'snowplough', instead of the teacher spending time extending the pupil's understanding of the 'ough' sound, the lesson moved on to the next part of the worksheet.
- Conversely, in a lesson where teaching was good, following a pupil's imaginative ideas when reading a story, the teacher encouraged the pupil to write his thoughts. As a consequence, the pupil produced a good piece of imaginative writing.
- The work-files of some pupils, such as those who are regularly re-admitted, are of limited value and it is not easy to identify their progress. They are not organised in date order or by subject. All too often the only comments are 'well done', with little indication of the amount of support the pupil has needed. This means the information passed back to the pupils' home school is of too little value.
- Despite the inadequate quality of teaching overall, all teachers are skilled in making the pupils feel at ease. All quickly establish excellent relationships with the pupils.

The behaviour and safety of pupils are good

- Pupils say they enjoy visiting the school room because it helps them 'feel normal'. Despite being ill and in a strange environment they have a very positive attitude to work, attending whenever they are well enough, waiting for the classroom to open and asking for homework.
- Older pupils are keen to keep up with their studies, using the computers to access their programmes on their home school website. They apply themselves diligently, even though in some discomfort.
- Pupils are respectful and show genuine concern and support for each other. Those with similar ailments sympathise initially before pulling themselves together and supporting each other through often uncomfortable procedures.
- Relationships with staff and between pupils are excellent with the older ones finding time to reassure the younger children.
- Bullying and racist incidents are extremely rare. Pupils say they know what to do and who to go to should any such situation arise.
- Pupils have a good understanding of keeping safe, especially when using computers, and when taking medication. Their understanding of infection control, risk assessments, and the limitations of their condition is outstanding.
- The behaviour of many of the pupils is excellent. However, when the quality of teaching is less than good, and activities are not pitched at the correct level, a very small minority lose concentration and, despite their illness, a little mischief creeps in.

The leadership and management are inadequate

- Leaders and managers have been ineffective in improving the unit since the last inspection. As a consequence, pupils' achievement, the quality of teaching and leadership and management have all declined.
- The unit has suffered from not having frequent visits by the headteacher. Due to several responsibilities for the other settings, the headteacher only visits the unit about once every three or four weeks. This means teachers are working in isolation with little clear direction from the leadership. This demonstrates a lack of the leadership's capacity to make the necessary

improvements.

- While the headteacher has talked to teachers and looked at their files, there has been no rigorous monitoring or observation of classroom practice, analysis of the quality of teachers' lesson planning or their recording of pupils' achievement. This means the leadership does not have an accurate picture of the weaknesses in teaching.
- The unit's view of its own effectiveness is inaccurate. It is too generous. Much of what is contained in records that show leaders' evaluations relates to previous years. Furthermore, there is too little evidence to support some of their evaluations.
- On assessing the unit's strengths and weaknesses on his appointment, the headteacher discovered significant areas of the unit's work to be in need of improvement. A suitable development plan has been drawn up, but this is not prioritised well enough. As a result, too many areas still need attention. Even so, some members of staff are too resistant to change and this has also hampered the pace of improvement.
- Representatives of the local authority recognise they have not given the unit the support it merits. With the re-organisation of personnel in the local authority, however, there has been no support for over six months despite the unit taking responsibility for its own budget. The headteacher had already alerted the local authority of his concerns about all that needed to be put into place.
- The previous inspection identified the need to establish an effective system to accurately assess, record, and keep a check on pupils' progress. The headteacher has worked diligently on this. However, progress on this aspect has been slow. Furthermore, the amount of work that this entailed has been at the expense of other aspects of the unit's development.
- Teachers have not had any annual review of their performance for a considerable period. Similarly, they have not had the necessary professional training to enable them to keep up with what is happening in mainstream schools, especially in teaching literacy, numeracy and for children in the Early Years Foundation Stage. As a result, there are significant weaknesses in teaching and learning in these areas. At the headteacher's request, additional funding has very recently been acquired for this purpose, however, these issues are yet to be addressed. Newly qualified teachers should not be appointed.
- Links with the pupils' home schools are not as good as they should be. Teachers have not been allocated sufficient time to make contact with the considerable number of schools involved. The lack of effective communication means that the unit is not aware of the pupils who are supported through the pupil premium funding in their home school. Effective links have been established with some schools and in these cases, the partnership works well and contributes to pupils' learning.
- The quality of the unit's partnerships with the medical team is variable. Teachers are respectful of the need for treatment and therapy and work around this accordingly. However, the school room is not always used to full advantage. Some teachers prefer to teach pupils who are able to walk or move around at the bedside rather than taking two or three to the school room. Opportunities for pupils to learn from each other therefore are sometimes missed.
- Those parents spoken to during the inspection appreciated the opportunity for their child to spend time in the unit.
- Good use is made of the hospital translation service for pupils and families who do not speak English as their main language.
- Arrangements to safeguard and protect pupils meet requirements and fulfil the conditions of the hospital's policy.

■ **The governance of the school:**

- The management committee became the governing body six months ago. Their only meeting since forming was spent dealing with finance and in formally constituting governance. While members of the governing body are willing, they do not have an accurate picture of the unit, in particular the quality of teaching and how this affects pupils' progress. They acknowledge that their understanding of the leadership of the unit, of the management of staff, teachers' pay, and the requirements for the pupil premium funding is too limited. Not all statutory duties are met, for example, many policies are out of date and do not reflect current practice and the unit's website does not meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
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>

School details

Unique reference number	133753
Local authority	Bradford
Inspection number	425716

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	3–16
Gender of pupils	Mixed
Number of pupils on the school roll	10
Appropriate authority	The governing body
Chair	Shaun Gorman
Headteacher	Andrew Bentley
Date of previous school inspection	23 November 2010
Telephone number	01274 382319
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