

Education In Hospital 2 (BRI)

Ward 17, Bradford Royal Infirmary, Duckworth Lane, Bradford, West Yorkshire, BD9 6RJ

Inspection dates

5–6 November 2013

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|--------------------------------|----------------------|-----------------------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Following the previous inspection, some elements of the unit's work were allowed to slip and this has affected pupils' achievements adversely.
- Achievement requires improvement because progress is patchy and pupils do not make consistently good progress in all subjects all of the time.
- This is because the quality of teaching is too variable. Some teachers use too many commercially produced worksheets and these are not always accurately matched to pupils' abilities.
- Pupils with profound and multiple needs do not do as well as they should because teachers have not received adequate training in how these pupils learn.
- The leadership of the unit has gone through a sticky patch and, until recently, has not been given the support it needed.
- Following the change from a management committee to governance, members of the management committee have spent too much time on financial matters at the expense of keeping an eye on the provision and what is happening in the schoolroom.
- The curriculum is confusing with no clear guidance as to what is provided to reflect differing needs of pupils and their length of stay in hospital.
- The unit has not fully implemented the most recent curriculum for children in the Early Years Foundation Stage.

The school has the following strengths

- Teachers are skilled at quickly gaining pupils' confidence and putting them at ease.
- Pupils make good progress in reading.
- The achievement of pupils who spend two days each month in hospital is good.
- As the result of improving leadership, this is an improving unit.
- Pupils have an outstanding attitude to their work and behave exceptionally well even though many are in considerable discomfort.
- Pupils have an excellent understanding of keeping safe, and of the difficulties and risks associated with chronic illnesses.

Information about this inspection

- The inspector observed teaching and learning in seven lessons, or parts of lessons, taught by two different teachers. The inspector also looked at pupils' work which had been completed with the other two teachers.
- Two of the lesson observations were jointly undertaken with the headteacher.
- Although the unit caters for young children, because of the treatment they were receiving and the severity of their illness, it was not possible to observe any lessons with children in the Early Years Foundation Stage.
- 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.
- 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

Information about this school

- The unit is located at Bradford Royal Infirmary. In addition to serving the Bradford authority, the hospital admits pupils from Leeds and Calderdale.
- Some pupils stay for just one day, others for two or more weeks. A high proportion of pupils experience recurrent admissions. This includes 23 pupils who attend two days each month for treatment for a blood condition.
- The number of pupils changes daily. At the time of the inspection 23 pupils were in the hospital.
- 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 school action plus. This means they are given additional help with their learning.
- A high proportion of pupils have a statement to meet their disability or special educational needs. This details their disability or special educational needs as well as the help they will be given. While some of the statements relate to pupils' medical condition, several are for pupils with profound, multiple 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 third 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 has been in post for a year. He and the management committee also have responsibility for the hospital school at Airedale General Hospital and Tracks, (which is a unit for pupils with medical conditions).
- Four teachers work across the service, with two teachers being at the unit at any one time.
- Two months ago, the local authority identified the unit as a school causing concern and has put in additional support. It has also changed the composition and membership of the management committee.

What does the school need to do to improve further?

- Ensure the quality of teaching is consistently good or better in order to raise achievement through:
 - making sure work is always accurately matched to pupils' abilities
 - providing training for staff in the way pupils with profound and multiple needs learn
 - using fewer commercially produced worksheets
 - ensuring pupils' completed work is well organised, dated, marked and with some indication of the next steps in learning.
- Improve the leadership and management of the unit by:
 - embedding the systems, such as the way pupils' attainment and progress is checked, that have been introduced
 - ensuring teachers' classroom practice is regularly monitored and all are held accountable
 - bringing the new management committee up to speed with all that is happening in the unit.

■ Improve the curriculum by:

- making sure there is clear guidance on the entitlement of pupils that is linked to the length of their stay in hospital
- ensuring the curriculum for children in the Early Years Foundation Stage follows the most recent guidance and is well-resourced
- providing relevant experiences and suitable resources for pupils with profound and multiple needs.

Inspection judgements

The achievement of pupils

requires improvement

- Attainment on entry to the unit varies considerably because of the age and ability of each pupil but is, overall, broadly average.
- Pupils' achievement requires improvement because their work and the recording system show uneven progress in lessons taught by different teachers. For example, in mathematics, with one teacher, pupils made good progress in using and applying their knowledge to solve problems involving the addition and subtraction of tens and units. The following week, however, the same pupils made little progress with a different teacher because they were adding units to 10 on a commercially produced worksheet. This exercise was too easy for them.
- While teachers strive to provide equality of opportunity for all pupils, the achievement of pupils with the most profound, multiple and complex needs is not as good as it should be. This is because the activities they are given are sometimes too difficult with not enough real objects and experiences to make their learning meaningful. As this group of pupils is regularly re-admitted, this limits their progress over time.
- As yet, the unit does not have information about pupils who are supported through the pupil premium funding. However, the progress of this group of pupils is similar to that of their peers and dependent on the quality of teaching. This is equally so for pupils from different ethnic backgrounds and for pupils who have a statement to meet their disability or special educational needs.
- Pupils benefit from individual tuition. Where this is most successful, pupils make good progress. This was so when a teacher recognised a pupil was not making the best use of adjectives in his writing. The teacher focused on this aspect. The pupil was encouraged to redraft the work using a variety of adjectives resulting in an interesting piece of writing. In these sessions, pupils also make good progress in speaking and listening because these teachers expect their pupils to give reasons for their thinking.
- Pupils who visit the unit two days each month make good progress because they are familiar with the routines and productive links have been established with their home schools.
- Teachers endeavour to hear pupils read regularly. Where pupils make the most progress, teachers are confident in teaching reading. Teachers know the sounds letters make, and carefully check pupils' understanding of the text they have read. A recently introduced recording sheet identifies the skills pupils acquire in each reading session, any problems they encounter, and the next step to become a better reader. Though early days, the records show this is speeding up the rate of progress in reading.
- The progress of the most-able and higher-attaining pupils is generally good. This is especially so where teachers have established close links with the pupils' home school. Where this is most successful, teachers supervise pupils using their home school website to; for example, keep abreast with subjects such as German, and GCSE units in geography and history. In some cases, however, links with the home school have not been established and this slows the rate of progress for these pupils.

The quality of teaching

requires improvement

- Although teaching is improving, it is still judged to require improvement. While no inadequate teaching was observed, there are differences in the quality of teachers' planning, in the level of challenge in the work they provide for pupils, and in the way pupils' completed work is kept.
- Where the work is too easy, pupils complete this quickly commenting, 'I've done it before.' However, when work is pitched at the correct level, pupils have a sense of achievement on completion and make good progress.
- Where teachers use commercially produced worksheets, these are kept in a loose leaf file, they are not organised, dated or annotated with the level of support given. As such it is difficult to

see progress. Conversely, where teaching and learning are good, pupils use exercise books, the activities are challenging and good progress is evident. In addition, it is clear to see how teachers' marking and the identification of the next step in learning are speeding up progress.

- All teachers quickly establish good relations with their pupils. They have a broad understanding of the subjects, age range and varying abilities of the pupils admitted. While they are successful with most subjects, and for most pupils, teachers have very little experience of working with pupils with profound, multiple and complex needs. This affects the progress these pupils make. For example, teachers are not sufficiently tuned in to how pupils with such needs point with their eyes to communicate, or hold their gaze to convey feelings.
- Where learning is most successful, teachers are quick to recognise where pupils have gaps in their learning. Such was the case when a pupil working on place value had no understanding of 'odd' and 'even' numbers. The teacher quickly provided activities and within a matter of minutes, the pupil was delighted by his new knowledge.
- All teachers are successful in making links between subjects. For example, during a literacy lesson, the teacher ascertained a pupil's scientific understanding of living things as he used his skills in reading to recognise new vocabulary, and then matched the labels to the appropriate body part on a diagram.
- Similarly, information and communication technology are used well to reinforce what has been taught. Following a lesson, pupils use a range of computer programmes to demonstrate their understanding of what they have learned.
- There has been considerable improvement to the links with pupils' home schools. Telephone calls are made on the day of admission to determine the necessary information regarding each pupil's attainment and any disability or special educational needs.

The behaviour and safety of pupils are outstanding

- Despite their illness, pupils have an outstanding attitude to their work. This was demonstrated by one pupil who had been fasting prior to blood tests. During his reading lesson, the nurse brought hot toast and milk. Even though he was ravenously hungry, the pupil requested to finish his reading first.
- Pupils say they feel very safe on the ward and in the schoolroom. They say working with the teachers at the hospital helps their school work and increases their confidence. Despite the cramped conditions, pupils manoeuvre their way around being solicitous not to knock the drip stands and transfusions of their classmates. They provide excellent support for each other, and humour abounds, even during uncomfortable procedures such as the insertion of a cannula.
- Pupils are aware of all types of bullying, being eloquent about the dangers presented by social media sites. None of the pupils has experienced bullying or racist incidents but all know what to do should any such situation arise.
- Attendance is excellent. Pupils attend as often as their medical condition allows, asking for work on the ward when they are confined to bed.
- Pupils' understanding of the limitations of their conditions is excellent, though most are determined to overcome the barriers their poor health presents.

The leadership and management requires improvement

- On appointment, the headteacher discovered a number of key areas that needed to be addressed. Initially, there was little support from the local authority but this has vastly improved over the last half term. As a consequence, leadership is improving at a substantial rate. However, leadership and management still require improvement because the policies and systems introduced are not fully established.
- An accurate picture has emerged of provision in the unit, and a rigorous plan has been drawn up to raise achievement and drive the unit forward.

- Until recently, teachers were not held accountable for their performance in the classroom or for the achievement of their pupils. There had been little monitoring of classroom practice and, other than for child protection, teachers had had little professional training. Teachers say they felt they were working in isolation.
- This is now being addressed with dates set for professional interviews for all teachers. In addition, good links have been established and training begun with outstanding primary and special schools. This is already paying dividends, for example in the teaching of mathematics.
- Prior to the last half term, the unit was unaware of pupils who were supported through pupil premium funding. This is in the process of changing, with discussions well advanced to how staff may be used to support these pupils.
- The unit was lacking up-to-date policies in many of the required areas. The headteacher has updated all the policies and these are now waiting for governor approval.
- A robust system has been drawn up to record pupils' attainment on admission to the unit and to keep a check on their progress. Although this is relatively new, it is already proving its worth in highlighting the progress and in the much-improved reports to the pupils' home schools on discharge from the hospital.
- The curriculum requires improvement because there is no clear guidance about what is taught to the pupils who are there for one day, those who stay two weeks or longer, and those who are regularly re-admitted. Furthermore, while the curriculum document makes reference to the full range of subjects, there is no indication of the best way this will be delivered to the pupils with the most profound, multiple and complex needs.
- Changes have been made to the Early Years Foundation Stage curriculum but these do not fully reflect latest guidance for the prescribed areas of learning. Young children are able to use the hospital playroom, but the size of the schoolroom and limited resources restrict the activities available for children and do not allow them to take the lead in their learning.
- The arrangements to safeguard and protect pupils meet requirements and accurately reflect those of the Primary Care Trust. The medical staff work well alongside the teachers and are appreciative that teachers are adaptable when there is a need for treatment or therapy.
- The parents spoken to during the inspection were extremely pleased, and in some cases surprised, that their child could continue their education in hospital.
- **The governance of the school:**
 - The management committee is in a state of change. Aware of the difficulties the unit was facing, the local authority decided to change the make-up and size of the management committee. It will comprise of professionals who will support the unit and hold it to account. The new management committee is scheduled to hold its first meeting in the next couple of weeks. It is not therefore possible to make a judgement on the impact of the management committee on provision in this inspection.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 133752 |
| Local authority | Bradford |
| Inspection number | 425715 |

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

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| 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 | 26 |
| Appropriate authority | Management Committee |
| Chair | Shaun Gorman |
| Headteacher | Andrew Bentley |
| Date of previous school inspection | 23 November 2010 |
| Telephone number | 01274 382319 |
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