

Bristol Hospital Education Service

Fairfield Resource Centre, Fairlawn Road, Bristol BS6 5JL

Inspection dates 14–15 November 2013

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

Summary of key findings for parents and pupils

This is an outstanding pupil referral unit.

- Outstanding leadership and management over the past three years have resulted in excellent outcomes for all groups of students and as a result the PRU is closing the gaps between its students and those in mainstream schools.
- This PRU makes an enormous difference to the lives and futures of its students. All groups make rapid and sustained progress in English and mathematics, achieving outstandingly well from their individual starting points.
- Most students on long-term placements attain high-quality accreditation, including GCSEs, by the time they leave to go to college at the end of Year 11.
- Students on shorter-term placements, and those in the Bristol Children's Hospital, make similarly excellent progress and are very well prepared for return to mainstream schools.
- Outstanding teaching ensures that almost all students exceed their expected targets. Assessment has improved and now provides a very clear view of students' progress.
- Parents overwhelmingly say that their children enjoy learning at the PRU and are rightly very pleased with their achievements.
- Behaviour is impeccable. Students say they feel safe. Attendance improves rapidly once students are settled and is much better than in most students' previous schools.
- Very high-quality vocational experiences ensure that students are very well prepared for their futures.
- Students' strong spiritual, moral, social and cultural development is promoted through excellent subjects and topics that fully meet their abilities and interests.
- The headteacher has an extremely ambitious vision for the future. Together with senior leaders, he promotes a strong focus on improving staff performance through constant checks on their work. Leaders provide very effective training to further improve staff skills.
- Leaders are strongly supported by the management committee, who provide careful budget management. Together with feeder schools, they ensure that pupil premium funding is well spent for the benefit of eligible students.
- The management committee make a strong contribution to the PRU's effectiveness through rigorous support and accurate evaluation.

Information about this inspection

- The inspector observed nine lessons jointly with the senior leaders across two different sites, and observed a home visit with an outreach teacher. In addition, the inspector made a few shorter visits to lessons to observe students' learning, and listened to some pupils read.
- Discussions were held with the headteacher, senior leaders and managers, a representative from the local authority, the chair of governors and a large group of students.
- The inspector observed the work of the PRU and looked at a number of documents, including the school's own information about students' progress, planning and monitoring documents, safeguarding information and some students' work.
- Inspectors took account of the responses to the online survey, Parent View, and also spoke to five different parents by telephone. The inspectors took account of 20 responses to the inspection questionnaire from staff.

Inspection team

Denise Morris, Lead inspector

Additional inspector

Full report

Information about this school

- The Bristol Hospital Education Service is a Pupil Referral Unit (PRU) catering for primary- and secondary-aged students from across Bristol and from other local authorities, and sometimes from other countries, who are not able to attend mainstream schools because of their serious health conditions. The PRU supports students so that they can return to mainstream school as soon as their health improves, and minimises any effect that illness has on their learning. Their attendance at the PRU is usually short-term.
- There are three different sites each catering for different medical needs. Bristol Royal Hospital for Children and The Riverside Unit are both hospital-based provisions. Non-hospitalised students are taught at the Fairfield Resource Centre following referral by community-based health services or by hospital staff on discharge.
- At the time of the inspection there were no students at the Riverside Centre.
- Outreach provision is provided for students who have recently left hospital but cannot yet attend the PRU. The outreach team regularly cater for students on both short-term as well as long-term placements.
- Virtually all students are dual registered with their mainstream school, although during their time at the Centre most students spend all their time there.
- Almost all students are White British and no pupils speak English as an additional language.
- The proportion of students eligible for the pupil premium (additional funding for certain groups, including pupils known to be eligible for free school meals and those looked after by the local authority) is average. This funding is retained by the students' own mainstream schools, who use it to provide additional teaching or support on a weekly basis to check students' progress and ensure students keep in touch with their own schools and classmates.
- The majority of Year 11 students spend some of their time at the City of Bristol College as part of their transition to post-16 education. Some students who come from further afield attend colleges nearer their homes.
- There are currently no Year 7 students at the PRU to receive catch-up funding and no early entry to GCSEs
- There is no primary sports funding because funding is retained by students' mainstream schools because of the very short time that primary students are at the PRU.

What does the school need to do to improve further?

- Build on the current good practice in lessons to make even better use of information and communication technology to support students' learning.

Inspection judgements

The achievement of pupils is outstanding

- Students' attainment on entry to this Pupil Referral Unit (PRU) is often below average for their

age owing to their chronic fatigue, their psychiatric difficulties or medical issues. The vast majority of students quickly start to catch up, making rapid and sustained progress. As a result, gaps are closing because of challenging targets, clear predictions and accurate analysis of data.

- All groups of students in each of the centres make similarly rapid progress in English, mathematics and science. Long-term data analysis contained in progress files, which includes graphs of each student's progress over their time at the PRU, shows that there is no difference in the amount of progress made by different groups of students.
- More-able students read fluently and write extended compositions and accounts by Year 11, quickly catching up and attaining good quality GCSEs. Those of lower ability also make much better than expected progress.
- Younger students benefit from very effective links with their mainstream schools so that phonics programmes (matching letters and sounds) are the same as in their previous school. This ensures that they continue to build on previous practice. There is no data on Year 1 phonics checks or Year 6 tests because all primary students are based at the Bristol Children's Hospital and are often at the school for very short periods, or intermittently for a few days at a time.
- Almost all students achieve exceptionally well in mathematics and science. This is evident in the way that almost all Year 11 students exceeded their expected GCSE grades in the past two years. It is also evident in students' high-quality commitment and enjoyment of the challenges set in lessons.
- Students' excellent progress in communication was clear during an outreach visit where the teacher encouraged the student to answer questions, respond to challenges and talk about the tasks set. As a result, the student grew in confidence and worked hard to succeed.
- Students in the Bristol Hospital make outstanding progress because of the very high-quality provision in which they all feel welcome. This was evident in English as a student prepared for her GCSE and benefitted from one-to-one support as she developed her ideas about one of Dickens' characters. Probing questions by the teacher and high-quality resources enabled the student to produce an accurate and well-written characterisation.
- Students are very well prepared for their futures and the world of work. They have the chance to attend the local Bristol College and have opportunities to take on vocational experiences such as a bicycle workshop, working with horses, helping in charity shops, nursery work or in the nearby dogs' home.
- Students eligible for the pupil premium make similar progress to their peers. Because they are dual registered, students' own mainstream schools provide additional support for these students, for example, sending a teacher to the PRU weekly to provide additional literacy teaching and to keep students in touch with their mainstream classmates.

The quality of teaching

is outstanding

- High-quality teaching across the different sites is the key to students' outstanding learning. Planned tasks for each individual student ensure that learning is very closely matched to each student's needs and abilities. This enables all groups of students to make excellent progress and develop the confidence and self-esteem to either return to school or go to college.
- Questioning is used exceptionally well, encouraging students to search for answers. Teachers are skilled at engaging students who are reluctant to contribute and provide ongoing support and praise to encourage them to join in with conversations and express opinions.
- Teachers make effective use of information and communication technology to present their lessons but at times not enough use is made of technology such as laptops and tablets by students themselves to encourage their research and independence skills.
- Communication is extremely well promoted to build confidence. This was very evident at the Hospital School where primary-aged students were enthralled by a history lesson in which the teacher had recreated an archaeological dig of the tomb of the Egyptian king, Tutankhamen. Students were eager to have a look at the 'treasure', benefitting from high-quality questioning to

extend their speaking skills. They showed exceptional concentration and enjoyment. As the 'treasure' was revealed, all the students said, 'Wow!'

- The teaching of reading and writing is excellent because students are mainly taught individually by specialist teachers. Expectations are challenging and students say that teachers help them to improve. The rising numbers of students over the past three years who attain qualifications show that teaching has improved.
- The teaching of mathematics is very successful because teachers focus on engaging students practically in tasks. A Year 1 student, for example, enjoyed working with some exciting resources which helped her to improve her understanding of numbers to 10. Practical tasks helped her to count on and back and to find 'one more'. This significantly improved her confidence.
- Teachers now assess students' work accurately and discuss outcomes with their students. The use of data to show how much progress each student makes has improved significantly since the last inspection and now provides an accurate picture of the rate of each student's progress during their time at the PRU. This is shared with students and with the appropriate mainstream school.
- Teachers and teaching assistants challenge students extremely well and show very high-quality empathy with their individual needs. As a result, students say that there is always someone they can talk to.
- Teachers engage well with parents, promoting very positive partnerships that parents value highly. A few parents said that the staff at the PRU were extremely helpful. 'My son has improved significantly. The PRU has done such a good job. His confidence has improved leaps and bounds' is a typical comment from a parent.

The behaviour and safety of pupils are outstanding

- Students' exceptionally strong attitudes and enjoyment of learning ensure that they behave impeccably. They are keen to learn, polite and helpful. They recognise their own sense of responsibility for others and look after their peers. During the inspection, for example, the students at the Fairfield site held a 'pyjama day' and sold cakes to raise money for Children in Need.
- Students say they feel really safe at the different sites. They fully understand the importance of staying safe on the internet and in the community.
- They are adamant that there is no bullying of any kind at the school, saying that all students get on well together. Any teasing, they say, is quickly dealt with. Their excellent behaviour is fostered by the way they are trusted by staff to do the right thing.
- The vast majority enjoy life at the PRU. This is particularly evident at Fairfield, where students with poor attendance at their previous schools now attend well, improving their rates of attendance significantly once they start.
- At the Bristol Children's Hospital, students sometimes attend for one or two days only if, for example, they are very short-term patients. They are welcomed into the school rooms and encouraged to take part in learning. The very effective links with their own mainstream schools were particularly evident as a teacher from one student's primary school joined his student in the hospital classroom to see what he was learning and to ensure he knew that his classmates were waiting for his return.
- Students' behaviour and attitudes are very well promoted by the challenging expectations of staff. As a result, there have been no exclusions in the past three years and in that time all Year 11 students have successfully found employment, training or education.
- Excellent promotion of students' spiritual, moral, social and cultural development is a result of the improved curriculum provision, which has been reviewed and revised since the last inspection and now meets the needs and abilities of all groups, preparing them extremely well for when they leave to return to school or move to college.

The leadership and management are outstanding

- The headteacher drives improvement rigorously because of his determination to ensure each student achieves as well as possible. Systematic reviews of each student's progress are a regular feature of monitoring, ensuring that no student drops below their expected targets.
- Together with senior leaders, the headteacher has built effectively on the good performance from the previous inspection by further improving the quality of teaching and developing an accurate assessment and recording system that is shared with feeder schools.
- Leaders at all levels are fully committed to improvement. Middle leaders, including the special educational needs coordinator and the outreach manager, are fully involved in improving achievement and monitoring outcomes.
- Leaders are uncompromising in their drive to maintain the very high quality of teachers' skills and they make effective use of the Teacher's Standards to do so. There are several excellent examples of staff at all levels progressing up the pay scales because of high-quality training and support, which has helped them to improve their effectiveness and seek promotion.
- Leaders rigorously keep checks on teaching and learning and know which staff deserve promotion. Training for support assistants has improved, ensuring consistent practice across the sites.
- Strong links with the local authority and the staff at the Bristol Hospital Children's ward, who are all responsible for placing students at the PRU, ensure that there is successful wrap-around care and support for students and their families.
- The high-quality range of subjects and topics taught provides outstandingly well for the needs and abilities of all age and ability groups.
- Leaders successfully eliminate discrimination through their very effective policies and procedures which make sure that all students have equal opportunities to access all the experiences on offer.
- Safeguarding procedures fully meet requirements.

■ The governance of the school:

The management committee are the responsible body. Members are regular visitors and are fully involved in monitoring provision, checking achievement, teaching and behaviour. They regularly check that students make the progress expected of them and that the different sites are fully meeting the needs and abilities of all groups. Members have a very good range of skills that they use to the benefit of all sites and are well trained to meet their responsibilities. Consistent monitoring and full involvement in evaluating outcomes mean that members know how effective the PRU is. Excellent management of finances means that the money allocated for students' premium funding is used to enrich the learning of those students. For example, the additional funding is used by students' own mainstream school to enable weekly 'keep-in-touch' sessions through individual teaching by a member of the students' own school staff. It enables students to keep in touch with what is happening in their mainstream school, achieve as well as their classmates and develop the confidence to re-integrate where possible. All leaders are rigorous about ensuring that the best teachers and staff are rewarded.

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	133689
Local authority	Bristol
Inspection number	426800

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	60
Appropriate authority	The governing body
Chair	Bill Payne
Headteacher	Jim Bowyer
Date of previous school inspection	January 31–1 February 2011
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