

Inspection of an outstanding school: Evelina Hospital School

Westminster Bridge Road, St Thomas' Hospital, London SE1 7EH

Inspection dates: 8 and 9 June 2022

Outcome

Evelina Hospital School continues to be an outstanding school.

What is it like to attend this school?

Pupils enjoy lessons at the school. They like the adults who teach them and they look forward to the sessions. Life at the school is getting back to normal following the COVID-19 pandemic, although all pupils still have their lessons at their bedside. Leaders plan for some pupils to be able soon to come to the Atrium classroom again, or have remote group sessions on their ward.

Pupils at the school are safe and happy. If they are worried, they can talk to one of their link workers, who listen and provide help.

Behaviour at the school is exemplary. Pupils are used to the many adults who are around on the ward and they are polite and friendly.

Parents and carers value the work of the school. They feel adults get to know their child well and plan learning around what they like. Some parents would like lessons to be longer and take place more often, so leaders are considering how this can be achieved.

Leaders and school staff have very high expectations for pupils. Pupils build their knowledge and skills while they are at the school, even if they are only at the school for a short time. The curriculum focuses on their emotional well-being as well as academic subjects.

What does the school do well and what does it need to do better?

Leaders have constructed a curriculum that is ambitious for all pupils. Teachers work hard and successfully tailor the curriculum for each individual pupil. Staff use high-quality resources and pupils' specific interests to engage them in lessons.

The curriculum meets the needs of pupils, including those with SEND, very well. The curriculum helps pupils to understand and manage their health and emotional needs as well as developing their academic knowledge. Adults help pupils to develop their resilience

and to have positive experiences during their stay at the hospital. Leaders provide a wide range of cultural activities, including visiting musicians, authors and artists. Pupils learn about people from a wide range of backgrounds and the importance of British values.

Leaders and staff identify pupils with SEND quickly and work closely with the pupil's home school to ensure that their needs are met. Staff use a range of methods to support pupils' communication, including objects, photographs, symbols and signing.

Staff share their excellent subject knowledge across the team. Subject leaders put together high-quality resource packs for staff to use. They run regular workshops and 'drop-ins' for other members of staff. Leaders have established a regular programme of staff development which includes topics such as curriculum development, early years and SEND.

Medium- and long-term pupils have link workers who get to know them and their families very well. The link workers support each pupil's pastoral needs and check their academic achievement. Relationships between pupils and staff are professional, warm and positive. Link workers help older pupils to learn about the world of work and to prepare for the next stage of their lives.

Leaders prioritise reading. They provide a wide range of reading material for all age groups and abilities. Books have been carefully chosen to ensure they represent diverse authors and views. Leaders focus on making sure pupils learn to read. Leaders have a clear approach to teaching phonics. Older pupils who are not yet fluent readers get help to catch up.

Leaders have listened to staff comments about workload. They are increasing the amount of time teachers spend with pupils and reducing the time spent on administrative tasks.

Leaders, including governors, know their school very well. They have an accurate picture of the school's strengths and what they want to improve next. They work closely with external partners, including the local authority.

Safeguarding

The arrangements for safeguarding are effective.

Leaders identify quickly any pupils who may be at risk from harm. All staff know how to recognise the signs that a pupil may need help, and leaders keep careful records of concerns. Leaders work with their colleagues at the hospital to share information and to follow up any concerns.

If any pupils need support from a service outside the school, leaders refer them promptly and make sure this is followed up.

Leaders make sure that there are careful checks on all staff before they start to work at the school.

Through the curriculum, pupils are taught how to keep themselves safe, including online.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be outstanding in January 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100875
Local authority	Southwark
Inspection number	10211518
Type of school	Special
School category	Community special
Age range of pupils	2 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	53
Of which, number on roll in the sixth form	8
Appropriate authority	The governing body
Chair of governing body	Susan Rankin Reid and Rebecca Stirling
Headteacher	Anne Hamilton
Website	www.evelina.southwark.sch.uk
Date of previous inspection	1 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school is located in the Evelina London Children’s Hospital.
- The school educates pupils who are patients at the hospital. Occasionally, the school educates their siblings.

Information about this inspection

- This was the first routine inspection since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with: representatives of the governing body, including a co-chair; the headteacher, the deputy headteacher and the school business manager; the local

authority consultant for early years and the local authority school adviser; and the head of nursing for the hospital.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at evidence of pupils' achievements.
- When evaluating the effectiveness of safeguarding, inspectors looked at the school's systems, safeguarding records, relevant policies and procedures and spoke to a sample of pupils, staff and parents. Inspectors spoke to a co-chair of governors and the designated lead for safeguarding.
- Inspectors looked at responses to Ofsted's online survey for parents, as well as responses to online surveys for pupils and staff.

Inspection team

Gary Pocock, lead inspector

Ofsted Inspector

Francis Gonzalez

Ofsted Inspector

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