

INSPECTION REPORT

GUY'S EVELINA HOSPITAL SCHOOL

London, SE1 9RT

LEA area: Southwark

Unique reference number: 100875

Headteacher: Christine Wood

Reporting inspector: Rita Kirkwood
10421

Dates of inspection: 21st – 22nd May 2001

Inspection number: 192157

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community Special
Age range of pupils:	2 - 19
Gender of pupils:	Mixed
School address:	12 th Floor Guy's Tower St Thomas' Street London
Postcode:	SE1 9RT
Telephone number:	020 7955 4841
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Appropriate authority:	Governing Body
Name of chair of governors:	John Fowler
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Guy's Hospital, Guy's and St Thomas' Hospital Trust. It provides classroom-based education for up to 35 young people from two to nineteen years old, who are either in-patients of the hospital, or who receive home tuition and are able to attend the school on a daily basis. Education is offered to children and young people from the first day of their admission to the wards. Education is also provided for frequently attending out-patients, to siblings, when the whole family is resident at the hospital, and in a class attached to the adolescent psychiatric unit. Occasionally, pupils with medical needs are taught in their own homes, or in the ward by school staff. A small number of pupils live in the local area, but the majority are from other parts of the UK, or from overseas. The school roll changes daily, with pupils attending from one day to several months. Most pupils are also registered with a home school. At the time of the inspection, there were 34 pupils on the school roll, thirteen of whom did not attend another school. There were no pupils in Key Stage 1 on the school roll. Thirteen pupils were known to have special educational needs and nine of these had statements of special educational needs. The pupil profile is gradually changing over time, with an increasing range of special educational needs and shorter term placements. Thirteen pupils were from different ethnic backgrounds, although often this figure is about half the pupils on roll. At any time there may be several pupils with English as an additional language. This was the case at the time of the inspection.

HOW GOOD THE SCHOOL IS

Guy's Evelina Hospital School is a very good school. It is very effective in providing a relevant education to young people with a diverse range of needs and abilities, at a difficult time in their lives. Standards are generally good in relation to pupils' abilities and their situation while in the school. Pupils learn well. The school gives them continuity in their studies, a structure to their day and opportunities to mix with groups of other young people. Teaching is good, with significant strengths. The school has developed an imaginative curriculum that is designed to provide interesting and appropriate activities that engage the attention and enthusiasm of the pupils. This makes a positive contribution to their total care package. The focus on literacy and numeracy for part of each day ensures that skills are not lost and that pupils continue to make progress while they are in hospital. The school is very well led and managed by the headteacher and staff, who work well together and with the multi-disciplinary hospital team. The school provides very good value for money.

What the school does well

- Pupils have very positive attitudes to work and good relationships; they behave very well. They are encouraged to attend school, despite their medical difficulties.
- The support and guidance for pupils is very effective.
- Learning opportunities are relevant and appropriate for pupils of all ages.
- The headteacher provides strong leadership and management and is well supported by staff.
- The good teaching promotes good learning.
- The staff work well with parents, who are very appreciative of the contribution the school makes to the progress of their children.

What could be improved

- The role of governors in monitoring the work of the school.
- The specialist expertise of staff to continue to meet the increasing range of special educational needs of the pupils.
- The formalisation of the school's current positive approach to pupils taking work or books home or to the ward.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in March 1997, the school has made very good progress and has maintained the momentum to improve. The key issues identified in the last inspection have been addressed. There is now a good range of resources for lower attaining pupils. Resources are well developed to support the learning of individual pupils, such as numeracy activities focusing on horses for a pupil who particularly likes these animals. The school has a thoughtful approach to pupils' emotional needs and has developed an ethos that encourages the development of pupils' spiritual awareness. This is supported by a written policy and is threaded through the curriculum. Accommodation has been improved as far as possible in the current location. There is now a room equipped for food technology and there are two additional classrooms. Plans to relocate the school to purpose built premises in the new children's hospital on the St Thomas' site are in hand. The school has completed a review of the curriculum, with a focus on the needs of the pupils who do or may attend the school. The National Literacy and Numeracy Strategies are making a major contribution to the success of this approach. Lessons are targeted to make them relevant to all pupils, offering a mixture of individual and whole class activities. Additional services have been developed, notably the class in the psychiatric adolescent unit and the home tuition service. Staff are keen to extend their knowledge and expertise and are encouraged to attend relevant courses, although it is difficult for such a relatively small team to develop the range of expertise to meet the needs of the rapidly changing and diverse pupil population. The school has been successful in gaining Investors in People status recently, reflecting the high priority placed on professional development. Performance management has been introduced, for the headteacher, teachers and non-teaching staff. Teaching continues to be good, being very good in nearly half the lessons seen.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

Progress in:	by age 5	by age 11	by age 16	by age 19	Key very good A good B satisfactory C unsatisfactory D poor E
speaking and listening	B	B	B	B	
reading	B	B	B	B	
writing	B	B	B	B	
mathematics	B	B	B	B	
personal, social and health education	B	B	B	B	
other personal targets set at annual reviews or in IEPs*	B	B	B	B	

* IEPs are individual education plans for pupils with special educational needs.

The school uses IEPs, from pupils' home schools, if they are available, or a new IEP may be written. Older pupils attending the renal dialysis unit three times a week either bring work with them or work on prepared individual activities. Standards of work are often in line with national expectations and achievements overall are good in relation to pupils' abilities. Pupils make good progress despite being unwell. Post-16 students have the option to attend lessons, and often do, although many of them have officially left school. Arrangements are made for pupils to take part in statutory tests as necessary. Achievements in numeracy and literacy are good in relation to pupils' abilities.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to the school and enjoy their lessons.

Behaviour, in and out of classrooms	Behaviour is very good throughout the school.
Personal development and relationships	Relationships between pupils and with staff are very good. Pupils' personal development is very good.
Attendance	Attendance figures are not relevant to a hospital school, but pupils are happy to attend when they are sufficiently well.

Pupils demonstrate their positive attitudes to the school and to learning by their willingness to attend and the enjoyment they gain from lessons, despite their anxieties, poor health or discomfort. They are remarkably free of self-pity, which is a credit to the staff of both the school and the hospital.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5	aged 5-11	aged 11-16	aged over 16
Lessons seen overall	Good	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good throughout the school and meets the needs of the pupils very well. Teaching was good or very good in three-quarters of lessons seen and very good in nearly half. Two main approaches are used very effectively to maximise the learning opportunities for the pupils. Group sessions are planned to provide interesting and varied experiences with tasks that are accessible to all pupils, while individual work is skilfully supported to enable pupils to make progress. A key factor in the success of the teaching is the flexible approach and the ability of staff to adapt their plans at very short notice, or to vary their teaching approach rapidly, to accommodate the ever-changing needs of the pupils. A good rapport is very quickly established with pupils and this, with the very effective use of humour, increases the effectiveness of the teaching.

The school places a suitable emphasis on literacy and numeracy. This enables pupils to continue to make progress in acquiring basic skills while at the school. Personal, social and health education is skilfully interwoven into lessons. Information and communication technology is appropriately used to support learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very effective. It has been suitably adapted for pupils in the hospital setting, both for short and long term placements.
Provision for pupils with English as an additional language	No issues were observed for these pupils, who were confident in their use of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal, spiritual, moral, social and cultural development is good.
How well the school cares for its pupils	The school cares for its pupils very well.

The school is working to revised schemes of work that do not attempt to cover all aspects of the National Curriculum. The curriculum is based on the National Curriculum, but focuses on key areas that will most benefit pupils attending hospital for varied lengths of time. The Foundation Stage curriculum is

in place in the early years class, where a suitable range of activities is provided each morning. Literacy and numeracy make a significant contribution to pupils' learning in the primary department. The curriculum in the secondary department is well planned and includes challenging and interesting activities with clear learning outcomes. Where possible, good use is made of the rich, cultural environment in London. Visiting teachers add variety and expertise to the curriculum. Music has been rightly identified as an area for further development by the school. Overall, the curriculum provided by the school is very relevant and appropriate for the pupils. The school cares very well for all its pupils and works hard to ensure that it makes a positive contribution to their learning and quality of life. Child protection arrangements are appropriate.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are very good. The very capable and effective headteacher is well supported by the staff.
How well the appropriate authority fulfils its responsibilities	The governing board is supportive of the work of the school and fulfils its statutory responsibilities. However, the role of governors in monitoring the work of the school is under-developed.
The school's evaluation of its performance	There are very good, clear targets for improvement that are regularly monitored and reviewed.
The strategic use of resources	Very effective use is made of all the resources available to the school.

The school is led and managed effectively. The management team and governors ensure good value for money is achieved in any spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high level of support provided to their children. • The response of the school to parents' queries. • The quality of teaching. • The range of activities offered by the school. • The good relationships between staff and their children. • The gains in learning their children make while at the school. • The continuity in their children's studies. 	<ul style="list-style-type: none"> • A small number of parents do not feel their child has the right amount of work to do at home. • One parent does not feel well informed about what their child does at school.

The inspection team agrees with the parents' positive views about the school. The school is very happy for pupils to take books or work home or to the wards. However, there is no written policy on homework. The school is very open to parents and staff will quickly address any issues of concern of which they are aware.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Guy's Evelina Hospital School promotes very good behaviour, relationships and attitudes. Pupils are encouraged to attend school, despite their medical difficulties.

1. Pupils have very positive attitudes to the school and attend even when they could easily opt out. They concentrate well and try very hard to complete tasks to the best of their ability. They are pleased with their achievements.
2. The behaviour of pupils is very good. They listen carefully in lessons and enjoy being part of a group. Young children attending the early years class enjoy exploring the range of activities available to them. Pupils and students in the adolescent unit make great efforts to complete activities and to take responsibility for their learning. Some students have left school but attend the unit class on a voluntary basis, working on individual targets. Pupils attending the hospital for renal dialysis are encouraged to bring work from their home schools. Many of them remember to do this and settle down quickly to their tasks.
3. Relationships between staff and pupils are very good. Staff use a good mixture of encouragement and humour and are skilled at establishing a good rapport with pupils very quickly. Despite the distance between classrooms, the headteacher frequently visits each area and speaks with each pupil. The approach used by staff encourages pupils to relax and helps them develop good relationships with each other.

The school provides very effective support and guidance for all pupils.

4. The good relationships between staff and pupils play an important part in the progress pupils make and in the effectiveness of the school in supporting their total care.
5. The school has good health and safety and child protection policies that are relevant within the context of a hospital school. Staff have given a great deal of thought to identifying the role the school should play in supporting its pupils and has developed very clear and relevant policies in this area. There is good liaison between the school and hospital staff involved with the pupils. Daily multi-disciplinary meetings in the psychiatric adolescent unit and regular ward meetings attended by school staff facilitate communication.
6. The school initially assesses the level of each pupil by observation and reference to any information, including IEPs that have been sent from the pupil's home school. This forms the basis of planning, which may involve rewriting an IEP for the time the pupil attends the school. Individual learning plans are developed for long stay pupils or students, with realistic but challenging targets. Progress of all pupils is monitored carefully. The progress of pupils receiving home tuition is reviewed each half term. Reports for long stay pupils are sent to their home schools when they leave hospital.
7. Staff maintain careful records of pupils' progress, including the work covered, their attitudes and level of participation. Teachers mark work carefully and use the results of observations and assessments in planning suitable activities to aid pupils' progress. The programmes developed for pupils returning home show careful planning and evaluation.

The school provides relevant and appropriate learning opportunities for pupils of all ages.

8. The school has developed a one-year curriculum planning cycle that includes all subjects in the National Curriculum and religious education. The focus has been on selecting topics and activities that will be relevant to the needs of the pupils, based on past experience. This has enabled the school to adopt a more flexible approach. Staff use a range of strategies to engage and sustain

pupils' interest and participation. For example, in one mathematics lesson, the pupil became agitated, so the lesson was appropriately changed to a discussion about motorbikes. All such changes are carefully recorded.

9. The introduction of the literacy and numeracy strategies in the primary department has been well used by the school in developing the curriculum. A good understanding of the strategies and a very good understanding of the pupils' needs have contributed to effective long term planning. Throughout the school there is an appropriate focus on literacy and numeracy and a good range of stimulating activities that are carefully planned and well resourced. This underpins the curriculum and provides an emphasis on the acquisition of basic skills.
10. The Foundation Curriculum is in place for children who attend the early years class, where they are encouraged to explore a range of activities in order to extend their experience and to enable the teacher to assess their capability. This is then used to inform planning for individual pupils for the following day. Careful observation and meticulous record keeping enhance the learning of the children.
11. Good use is made of the school's locality. When pupils are well enough, they visit museums and other places of interest in London. For many pupils this is the first time they have had this opportunity. The wide range of visitors to the school, for example musicians and artists, also enriches the curriculum.

Leadership and management are strengths of the school.

12. Leadership and management continue to be a strength of the school. The clear vision of the headteacher is shared by staff and supported by the governing board. The school has recently gained recognition by the award of Investors in People status. Performance management is in place for all staff; it is supported by an established system for monitoring teaching and learning. Staff effectively fulfil their clearly defined roles and work hard to continue to improve the quality of education offered to the pupils. The monitoring of teaching enhances the learning of pupils and the continuing development of a relevant curriculum.
13. The School Improvement Plan defines clear targets for the continued improvement of teaching and learning. These targets are carefully monitored, reviewed and adjusted. The recent review has led to the delivery of a more focused and relevant curriculum. The adolescent unit and the home tuition service, developed since the last inspection, are well organised and effectively monitored by members of the senior management team.
14. Staff are generally effectively deployed, although the uncertainty about the number of pupils likely to attend on any one day may occasionally lead to overstaffing in some areas. However, the school has procedures to deal with this and staff are sometimes redeployed to assist in other areas. The relative remoteness of the adolescent unit, both geographically and through the schedule of meetings, makes communication with the rest of the school difficult, but staff ensure they do spend time together as a group each day.
15. Day-to-day financial management is good and expenditure is carefully monitored. Issues identified in a recent audit report have been addressed effectively. The school makes sure that good value for money is achieved in any spending decisions.
16. The accommodation has been improved since the last inspection, although progress is limited by the lack of availability of suitable space. Classrooms continue to be cramped and staff in the early years and primary classes have to spend valuable time setting out the class each day, due to dual use of the room by the hospital. Staff have been consulted about the building plans for the relocation of the school, which is expected to take place in 2004.
17. Learning resources, including information and communication technology, are well used to support the learning of the pupils.

18. Given the good teaching and learning and pupils' good achievements, the school provides very good value for money.

Teaching and learning are consistently good.

19. Twelve lessons were observed during the inspection. There was no unsatisfactory teaching. In three lessons teaching was satisfactory, in four it was good and in five it was very good. The learning of pupils is good overall; this reflects the good teaching as, due to their medical difficulties, pupils are not generally functioning at their best while attending the school. Standards of work are often in line with national expectations and achievements overall are good in relation to pupils' abilities. Pupils may feel unwell or anxious, but stimulating and enjoyable activities in school help them overcome these problems and give a welcome structure and routine to their day. The friendly atmosphere and good relationships initiated by the staff contribute to pupils' very good, and sometimes excellent, attitudes to learning. Teachers use time effectively and provide challenging learning experiences for pupils.
20. Throughout the school, teachers' planning and organisation are of a high standard. This, together with their skill at providing relevant learning experiences, sometimes at short notice, provides the key to the pupils' successful learning. Teachers use on-going assessment very well in order to plan for individual pupils across the school. They keep very thorough records of pupil participation, achievement and attitude. They have wide ranging skills, for example from assisting secondary pupils in General Certificate of Secondary Education coursework to devising games to develop the counting skills of a pupil with severe learning difficulties. Materials are suitably adapted to meet the special needs of pupils, for example using yellow paper and enlarged print for a pupil with visual impairment. Support staff are generally well deployed and make a valuable contribution to the learning of pupils.
21. Pupils are encouraged to work independently and to do as much for themselves as possible. This is effective in reducing their dependency on adults, at a time when they have often become used to a high level of support. Post-16 students often attend lessons, even though they may have left school. They have a wide range of ability, for example, they may focus on consolidating basic skills or on completing coursework they have brought into school. Arrangements are made for pupils to take part in statutory tests or examinations, as pupils registered at other schools.

The school works well with parents.

22. The school provides information to parents as soon as a child is ready to attend. Staff are always available to speak with parents and establish good relationships with them very quickly. It was not possible to hold a meeting with parents before the inspection, but evidence was gathered from the questionnaire and discussions with parents during the inspection. Parents are very supportive of the work of the school and the value for their children in attending the school. They like the normality that the school day brings and appreciate the high quality of support provided. "It takes his mind off his problems" was one comment. Parents appreciate the continuity provided by the school and the minimising of the disruption caused by either prolonged hospitalisation or frequent absences from school. They are also relieved to be able to send their other children to the school, if they are staying at the hospital.

WHAT COULD BE IMPROVED

The role of governors in monitoring the work of the school.

23. The governing board is supportive of the work of the school and has great confidence in the headteacher. There is an established committee structure, with responsibilities allocated to individual governors. Recently governors have taken on responsibility for monitoring literacy and numeracy in the school, but generally visits of governors to the school are not focused and there is

no established mechanism for feedback to the governing board. Overall, the role of governors in monitoring the work of the school is under-developed.

A planned approach to developing specialist expertise of staff to meet the wide range of special educational needs of the pupils.

24. The pupils attending the school have an increasing range and complexity of special educational needs. While home schools do sometimes provide useful guidance and, occasionally, the support of a learning support assistant for individual pupils while they are in hospital, often the information is scanty. The staff of the school attend courses related to the curriculum and educational issues, including special needs, as the opportunity or the need arises. The professional development of staff is monitored and discussed with individual staff. However, staff do not always have the expertise to meet the increasingly complex needs of pupils. The school does not have a sufficiently planned approach to developing staff skills in working with pupils with special educational needs.

The school's policy on pupils taking work or books home or to the ward.

25. There is no formal approach to homework and, in many cases, it may not be appropriate to give any. However, pupils are often encouraged to take books home or to the ward, if they wish. This good practice has not yet been formalised in the form of a whole school homework policy.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governing board and senior management should:

- a) further develop the role of governors in monitoring and supporting the work of the school (paragraph 23);
- b) develop a planned whole school approach to training staff to work with pupils with a wide range of special educational needs (paragraph 24);
- c) develop a policy on homework (paragraph 25).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	42	33	25	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll (taken from data returned to DfEE in January 2001)	No of pupils
Number of pupils on the school's roll	34
Number of full-time pupils known to be eligible for free school meals	N/A

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	N/A
Pupils who left the school other than at the usual time of leaving	N/A

Attendance

Authorised absence

	%
School data	N/A

Unauthorised absence

	%
School data	N/A

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	4
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	3
Chinese	0
White	0
Any other minority ethnic group	4

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YN – Y13

Total number of qualified teachers (FTE)	7.2
Number of pupils per qualified teacher	4.6
Average class size	6

FTE means full-time equivalent.

Education support staff: YN – Y13

Total number of education support staff	3
Total aggregate hours worked per week	81

Financial information

Financial year	1999 - 2000
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	£
Total income	364,577
Total expenditure	341,737
Expenditure per pupil	10,051
Balance brought forward from previous year	34,431
Balance carried forward to next year	57,271

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	33
Number of questionnaires returned	16

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	80	13	0	0	7
Behaviour in the school is good.	69	25	6	0	0
My child gets the right amount of work to do at home.	79	0	14	7	0
The teaching is good.	81	13	0	0	6
I am kept well informed about how my child is getting on.	75	19	0	6	0
I would feel comfortable about approaching the school with questions or a problem.	94	6	0	0	0
The school expects my child to work hard and achieve his or her best.	69	19	6	0	6
The school works closely with parents.	86	7	0	7	0
The school is well led and managed.	81	13	0	0	6
The school is helping my child become mature and responsible.	75	19	6	0	0
The school provides an interesting range of activities outside lessons.	91	0	0	0	9