

INSPECTION REPORT

BOOTH HALL HOSPITAL SCHOOL

Manchester

LEA area: Manchester

Unique reference number: 105602

Headteacher: Helen Jones

Reporting inspector: Charlie Henry
16979

Dates of inspection: 9 - 11 December 2002

Inspection number: 249316

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Community Special

School category: Hospital School

Age range of pupils: Nursery - 16 years

Gender of pupils: Mixed

School address: Booth Hall Hospital
Charlestown Road
Manchester

Postcode: M9 7AA

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Appropriate authority: The governing body

Name of chair of governors: Mrs J Pickering

Date of previous inspection: 22 June 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Booth Hall Hospital School is a mixed, day, community special school for pupils who have physical, psychiatric and emotional needs. These pupils come from across the Greater Manchester health trust region. The school also provides education for pregnant schoolgirls and young mothers from across the Manchester Local Education Authority area. In total, up to 150 pupils between nursery age and school-leaving age can attend the school. At the time of the inspection there were 110 pupils on roll aged from Year 3 to Year 11. Depending on the reasons for their admission to hospital many pupils attend the school for only a few days, a few return regularly as part of ongoing treatment. Other pupils attend for a much longer time, perhaps for a few weeks or for several years. There were almost equal numbers of girls and boys.

At almost 20 per cent the number of pupils eligible for free school meals is within the average range. Five pupils had Statements of Special Educational Needs and a further two undergoing assessment. The range of these special needs included autistic spectrum disorders, speech and communication difficulties and moderate learning difficulties. The hospital does not routinely exchange information about pupils' ethnicity as this is part of confidential medical records, therefore, this information is not readily available to the school. However, very few pupils speak English as an additional language. There was one pupil from a family seeking asylum in this country. The attainment of many pupils on admission is below what would be expected of pupils of their age, due to their medical needs and, often, long-term absence from their previous schools. The attainment of a few pupils on entry is in line with other pupils of their own age.

The school has six centres. These include at Booth Hall Hospital, meeting the needs of pupils on the medical wards and attending the hospital's psychiatric assessment unit. The largest number of pupils attend the Leo Kelly Centre in central Manchester. This centre is for secondary aged pupils who are likely to require longer term education outside of mainstream schools due to their emotional and mental health needs. It also provides a base for the Teenage Pregnancy Project. The other sites are at Wythenshawe, St Mary's and Christie Hospitals, where the school provides education for pupils who are on the wards of these hospitals, and at the Newbrook Home Teaching Centre. This base is for primary aged pupils who are out of school on a long-term basis and a small group of older pupils who are beginning their return to schooling.

HOW GOOD THE SCHOOL IS

This is a very good school. The very high quality of teaching and learning and the very flexible curriculum ensure that all pupils make very good progress and achieve very well whether they are at the school for short or long periods of time. The school's commitment to meeting individual needs ensures that all pupils build excellent relationships, work very hard and are very well prepared for when they leave. The leadership by the headteacher, deputy headteacher and assistant headteacher is outstanding. The management of the school by all those in positions of responsibility is very good. The school provides very good value for money.

What the school does well

- Ensures that pupils make very good progress, resulting from very high quality teaching.
- Promotes pupils' personal development very effectively so that they make excellent relationships, grow in confidence very well and are very keen to learn.
- Provides a very good curriculum that prepares all pupils very well for a return to school or their next stage of education.
- Leadership is excellent at ensuring that the school's aims and values direct all of its work. Very effective management ensures that standards are consistently high.
- Works very well with parents.

What could be improved

- There are no significant areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in June 1998 has been good. There has been good improvement in the development and use of Individual Education Plans (IEPs) and most of these now provide specific and measurable targets against which pupils' progress can be judged. The quality of assessment of pupils' learning across all subjects has improved very well. There has been good improvement in monitoring the quality of teaching and learning and of the standards that pupils achieve. Weaknesses in accommodation for pupils who are at the school for longer periods of time have been addressed and accommodation is now good. In all other areas of the work of the school there has been a good level of improvement. The quality of the curriculum, teaching and learning has improved well, as has the progress that pupils make. Pupils' attitudes, their behaviour and personal development have similarly improved. The school has maintained high levels of effectiveness in their links with parents. This picture reflects the efforts of all staff under the excellent leadership of the headteacher and the senior management team. The school is very well placed for even further improvement.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by Year 6	by Year 11	Key	
speaking and listening	A	A	very good	A
reading	A	A	good	B
writing	A	A	satisfactory	C
mathematics	A	A	unsatisfactory	D
personal, social and health education	A	A	poor	E
other personal targets set at annual reviews or in IEPs*	A	A		

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

Pupils of all ages and abilities achieve very well and make very good progress, irrespective of whether they attend the school for just a few days or for most of their secondary school years. There is no significant difference between how well girls or boys do, or those for whom English is an additional language or who have special educational needs. This reflects the high quality of teaching and the individual pupil approach that the school promotes so very well. Pupils achieve well in the core subjects of English, mathematics, science, information and communication technology (ICT) and personal, social and health education, as well as in art and design and all of the other subjects. Pupils who attend for longer periods of time achieve very well in a range of national examinations in a broad range of subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very good attitudes to their work; they are very eager to learn and do well.
Behaviour, in and out of classrooms	Very good. Pupils are very polite and well-mannered.

Personal development and relationships	Excellent. Pupils have extremely good relationships with one another and with staff and their confidence increases greatly. They praise each other when they do well.
Attendance	Pupils' attendance is very good when they are fit medically to do so.

Pupils try hard in all of their lessons, responding successfully to their teachers' high expectations. They show respect for others' beliefs and values and in so doing increase their own self-esteem. Pupils think carefully about their responsibilities as well as their own rights, which helps them to see their role in society. They help to prepare and present informative and moving assemblies about other faiths and current affairs.

TEACHING AND LEARNING

Teaching of pupils:	Years 1 – 6	Years 7 – 11
Quality of teaching	Very good	Very 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 and learning is very good, overall, for pupils of all ages, for all subjects and at each of the school's bases. This is a good improvement since the last inspection. Teachers know their pupils very well and are also very knowledgeable and enthusiastic about their subjects. They plan to meet individual needs thoroughly, based on very good assessment and, as appropriate, through effective liaison with pupils' home schools. As result, pupils' build very effectively on what they already know, understand and can do. Lessons run very smoothly, moving from one activity to the next and maintaining pupils' interest and concentration. Staff work very well together as a team, all clearly following the ethos of the school to promote pupils' personal and emotional development. The excellent relationships formed between pupils and with staff are a particularly important aspect of this approach, enabling pupils to grow in confidence and independence. Literacy and numeracy are taught very well throughout the school, supported by targets set for each pupil within their Individual Education Plans (IEPs).

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school's flexible approach ensures that pupils who are in hospital for a short time are able to keep up with the home-school work, while those who at school for a longer period of time have a range of learning opportunities that prepares them very well for their next stage.
Provision for pupils with English as an additional language	Very good. Appropriate support is provided when this is required.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for social development is excellent, very good for moral and cultural development and good for spiritual development.
How well the school cares for its pupils	Very good. Staff know pupils very well and use this information very effectively to care for pupils.

All pupils are taught a curriculum relevant to their needs. Very effective liaison ensures that pupils who are at the school for only a short time miss as little as possible of the work being done in their home school. Those who attend for a longer period of time study the wide range of subjects that they would in any other school. Pupils in Years 10 and 11 are prepared very well for when they leave school. They have opportunities to take a broad range of General Certificate of Secondary Education (GCSE) and other examinations, attend a link course at the local college, undertake work experience and careers education. This curriculum works very well as most pupils move on from school to further education. The school has a very effective personal, social and health education programme. In particular, it has been very successful in developing their curriculum to enable pupils to be aware of and increase their ability to manage stressful and difficult situations. Assessment is now well established in all areas of the curriculum and is used well to plan pupils' work and record their progress. Individual Education Plans (IEPs) targets are specific and appropriate to pupils' individual needs, although a few are too ambitious or imprecise and are, therefore, repeated in subsequent plans. Links with parents are very good. Overall, they are also kept well-informed about the progress their children make although, occasionally, reports do not contain sufficient detail as to what they have learned.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher, deputy headteacher and assistant headteacher is excellent. The management of the school by all those with responsibilities is very good.
How well the appropriate authority fulfils its responsibilities	Good. The governing body is well-informed and provides effective support for the headteacher and senior managers.
The school's evaluation of its performance	Good. There is a very effective development plan based on an annual cycle of information-gathering and evaluation of all aspects of the school's work. Curriculum leaders are increasingly evaluating their subjects through monitoring of teachers' planning and classroom observation.
The strategic use of resources	Good. Most expenditure is prioritised very well, although this is not always the case for resources allocated to the different subject areas. The school is preparing well for a change of site in line with the building of a new children's hospital.

The headteacher and senior management team are outstanding in providing leadership and vision for the school. They are extremely successful in ensuring that the school's aims and values inform all areas of its work. Monitoring of teaching and learning is established, although not yet fully operating as part of the school's overall annual programme. The governing body meet very regularly, including during the 'working day' for the school and at different sites. This provides them with valuable information, alongside the reports from the headteacher and other staff. However, they do not visit classes regularly to gather information first-hand. They fulfil their statutory responsibilities very well. There has been very good improvement in the range and quality of specialist accommodation at the Leo Kelly Centre for pupils who attend the school for longer periods of time. Also, the accommodation at the Newbrook site is particularly valuable for the emotionally fragile pupils who attend as part of their return to education. The bursar and headteacher monitor expenditure very carefully. The principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy school.• Behaviour at school is good. Their children are helped to become more mature and responsible.• Their children make good progress and they are kept well-informed as to how well they are doing.• Teaching is of good quality and staff have high expectations of their children's work.• The school works closely with parents and they feel at ease if they need to discuss any difficulties with the school.• The school provides an interesting range of activities outside formal lessons.• It is well led and managed.	<ul style="list-style-type: none">• There were no significant areas that parents wished to see improved.

The inspection team supports all of these positive views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Ensures that pupils make very good progress, resulting from very high quality teaching.

1. Pupils of all ages and abilities at each of the school's sites achieve very well and make very good progress, overall. This is largely due to the consistently very high quality of teaching, which has improved well since the last inspection. Teaching is almost always of good quality and is usually very good or occasionally excellent. Also, pupils' very good attitudes mean that they are very keen to learn. They concentrate very well and work with increasing independence as they try to do as well as they can. The very effective links made with pupils' home schools (the schools that pupils attend if not at the hospital school) ensures that they build on what they have learned previously. There is no noticeable difference in the standards achieved by boys and girls. Pupils who have special educational needs and those who speak English as an additional language are given the support they need and also make as good progress as other pupils.
2. Pupils in Years 10 and 11 achieve very well in a wide range of national tests. Many achieve passes in General Certificate of Secondary Education (GCSE) examinations in English language and literature, mathematics, science, art and design, archaeology, child development and information and communication technology. Most of these passes are for grades A to C. Further success is made in Associated Examination Board (AEB) basic skills certificates in life skills and in health, hygiene and safety, in the Oxford, Cambridge and Royal Society of Arts (OCR) certificate in computer literacy and information technology (CLAIT) and in National Vocational Qualifications (NVQ), for example, in catering and fashion.
3. Teachers are very effective in assessing and understanding the needs of their pupils. In addition, they know their subjects very well and plan their work very well indeed. They meet the needs of each pupil very effectively and, if necessary, are able to adapt to changing circumstances. In a Year 9 English lesson, for example, the pupils were learning about how to write a letter on a topic of concern, specifically, about endangered whales. However, due to illness a few of the pupils had been absent from the previous lesson and, therefore, were not in a position to proceed. The teacher's thorough preparation and knowledge of the subject enabled the pupils quickly and effectively to gain the information and understanding that they required to be successful. In a Year 9 mathematics lesson the teacher taught pupils how to calculate angles within different geometrical shapes. Again, through careful preparation and use of support staff she was able to ensure that pupils of significantly different abilities learned at appropriate levels.
4. Pupils achieve very well and make very good progress in English. Teachers use exciting and interesting books and resources to make their pupils keen to learn. They prepare a broad range of activities to make sure the lessons move swiftly and keep pupils' attention. This is very effective for all pupils. In a lesson on words, a Year 5 pupil jointly and enthusiastically read *The Borrowers* with his teacher. This work was supported by a snakes and ladders type board game to help him identify homophones (words that sound the same) in the story. Pupils in Year 9, read the story of *Buddy*, analysing carefully the words used to describe a particular scene, picturing it in their minds and then actually drawing it. They then compared their picture with that of others who had read the same passage. Year 11 pupils, as part of their GCSE work, analysed advertising leaflets, such as the events taking place at a local theatre and art gallery. They studied the key aspects of the leaflets, drawing similarities and difference, and matched these to the different purposes and audiences for the leaflets.
5. Pupils do very well in mathematics, science and information and communication technology (ICT). Teachers' accurate assessment of pupils' knowledge, skills and understanding allows them to set high yet appropriate expectations that match their pupils' abilities well. For example, pupils in Year 9 are given calculations about probability and percentages at just the right level. This ensures that they develop their understanding at their own rate and grow in confidence as they do

so. Pupils in Year 11 use Pythagoras' theorem to solve problems. The teacher constantly checks how well pupils are learning, and whether they are finding any difficulties by asking questions and looking at their work. This, again, results in pupils gaining skills very effectively and applying them to increasingly complex problems. In science, very good use is made of the new laboratory at the Leo Kelly Centre. Pupils extend their understanding of common physical processes, such as floating and sinking, and the properties of light. They learn increasing detail about living things, for example, about the structure of the eye. They safely carry out simple chemical and physical reactions. They learn that the rate of a reaction can depend, for instance, on temperature. The school has a good number of computers, especially with the new suite at the Leo Kelly Centre. Pupils learn a broad range of ICT skills that they also use in other subjects. They use word processing in English and specialist programs such as Photoshop in art, to alter images taken with a digital camera, and Powerpoint, to display a series of images on a screen for use in assemblies.

6. Literacy is developed well across all subjects through the use of targets on pupils' Individual Education Plans (IEPs) and staff training. All pupils, except those who are taking the General Certificate of Secondary Education (GCSE) English examination have literacy targets. Similarly, IEP targets for numeracy and personal development ensure that all staff can help pupils work towards these in all subjects. Most of these targets are specific and measurable and can be used to assess the progress pupils are making.
7. Pupils achieve very well in art and design. For many, this is a subject where they can excel and demonstrate their imagination and ability. They are inspired by the enthusiasm and expertise of their teachers. Pupils learn to use a wide range of media and techniques. They learn from the work of famous artists, such as Monet, and paint in the style of his picture of '*Girls on a boat*', and Mondrian. They make three-dimensional models, for example, of snakes using wire framework, cloth and plaster of Paris. Much of the work is influenced by studying art from other cultures, for example, Aboriginal and Islamic. Pupils in Years 10 and 11 do very well in GCSE examinations, demonstrating the extent of their progress during the time they are at the school. Their sketch-books show the very good development of ideas as they produce their final pieces of work.

Promotes pupils' personal development very effectively so that they make excellent relationships, grow in confidence very well and are very keen to learn.

8. The importance the staff place on pupils' personal development influences all of their work. There is a comprehensive programme for pupils' personal, social and health education, which is very effective and results in pupils being very polite, hard-working and well-behaved. The breaktimes and lunch-times are very important and are used to provide first class opportunities for pupils to develop social skills and, in so doing, gain self esteem. Pupils read newspapers that are provided, discussing between themselves and with staff about current affairs, including the results and performance of their favourite football teams. They listen to music, play games such as battleships and have pool competitions. At lunch-time pupils eat together with staff and join in general discussion about a broad range of topics. Even the babies of the young mothers are included and they enjoy the attention they receive as they sit in their high chairs. As a result of such occasions pupils develop excellent relationships with one another and with staff. This spills over into their work where they continue to be considerate to each other, for example, as a pupil praises the work of another or offers help when they find the work hard. In an English lesson a previously shy and withdrawn pupil read aloud about the commercialisation of Christmas. Not only did the teacher praise her but so did a few of the other pupils. This achievement marked real progress for the pupil who had attended the school for only a short time.
9. Following a recent review of the curriculum the school has increased its focus on developing pupils' well-being through increasing their emotional literacy. A three-year development plan has been drawn up to develop further this area specifically through all areas of the school's work. This concentrates on helping pupils to understand their ability to manage in circumstances they find to be stressful and difficult and in developing and extending ways of dealing with them. Staff carry

out 'risk and resilience assessments' with pupils, which they have devised so that they have a clearer picture of this ability to cope. The assessment is repeated

later and shows very clearly, the progress made. This practical demonstration of progress is itself a help and boost to pupils. The success of this approach is seen in the growth in confidence and success in learning during the time they attend the school.

10. Staff present very good role models for pupils, showing clear moral values; for example, the benefits of trust and giving time to others. Pupils are lent valuable resources so that they can complete their work at home to a high standard. A weekly homework session is arranged during school time to allow pupils to catch up with work that they might not be able to do. Pupils repay these efforts not only in the quality of the commitment to do their best but also in developing their self-esteem. For example, all pupils have been surveyed about bullying and consider that it does not occur. They are also confident about asking for help if they have any difficulties. These conclusions are supported by questions asked of the pupils during the inspection. All pupils in Years 10 and 11 are taught about childcare. A girls' group is organised weekly to give them special support and guidance, including advice from guest speakers, for example, on benefits they might be entitled to at the present time and in the future. Such activities help pupils understand both their own responsibilities as well as their rights.
11. The provision made to promote pupils' cultural development is very good. It is broad and includes many aspects of music, art, drama and places of local and national cultural interest. Pupils visit theatres, museums (including the Manchester museum and the museum of science and industry) and art galleries, such as the Liverpool Tate. Visiting artists, for example, Cherry Chung who works with willow, help develop pupils' artistic work to even higher standards. The school took part in the National Poetry Day and has a steel band that practices each week. There are also many visits to events and places of interest in the north-west, including Knowsley Safari Park and Blackpool Pleasure Beach.
12. Pupils' spiritual development is good and is emphasised in many aspects of the work of the school. Pupils are encouraged to explore their feelings and beliefs in assemblies, religious education, art and music and in the range of discussions they take part in during the lessons and at breaktimes. As part of the strong moral code pupils learn to respect themselves and one another. They reflect on the world around them and on different beliefs and values. For example, recent work about Islam included a very good display at the Leo Kelly Centre about Islamic art and Ramadan, which showed the explanation of fasting as a pillar of Islam. This work was enhanced during an assembly where computer-based images were used to explain the faith's beliefs, as part of the celebrations for Eid. In another assembly about Remembrance Day, pupils reflected on war and terrorism, again prompted by an excellent series of computer images.

Provides a very good curriculum that prepares all pupils very well for return to school or their next stage of education.

13. The curriculum is flexible and meets the very different needs of pupils very effectively. There is an appropriate concentration on literacy and numeracy for young pupils who are in hospital for just a few days. Decisions about what pupils should learn if they attend hospital for relatively short periods of time, including those whose illness means they have to return to hospital on a number of occasions, are based on what they are learning in their home schools. This very sensible approach minimises the effect of their absence. In such instances the teacher waits until she has seen the pupil once or twice before contacting the home school. This allows her to have a more effective discussion about the most suitable work. During these first meetings the teacher skilfully makes an assessment of the pupil's learning strengths and weaknesses. This is based on giving the pupil a few pieces of interesting work to complete supplemented by discussion about recent activities and areas of study at the home school. Work that teachers do on the ward is supported very well by parents and hospital staff, such as playleaders, who, for example, hear children read and supervise and help them with any homework that is set.

14. Pupils who attend the school for a long period of time study a broad range of subjects, including opportunities to take General Certificate of Secondary Education (GCSE) examinations in Years 10 and 11. One innovation that has captured pupils' interest is a GCSE course in archaeology. Pupils have been involved in a dig at a Roman site and talk with excitement about handling pottery that is 2000 years old. The local education authority is encouraging this area of interest and expertise and discussing the possibility of the school becoming a resource centre for local primary schools. Physical education (PE) has been developed well since the last inspection. There is now an appropriate range of activities, including swimming and five-a-side football, through its link with a local premiership club. An annual outdoor pursuits residential trip to the Lake District extends the range of activities further. During this event pupils have the opportunities for hillwalking, canoeing, abseiling and potholing. Strategies for teaching and learning literacy, numeracy, information and communication technology and personal, social and health education are all very well-developed and consistently implemented in the school.
15. The education provided for pregnant girls and young mothers of school age is very successful. The school's approach allows many to continue to study successfully towards examinations and prevents the disengagement from education for those who otherwise would have refused to attend school. Pupils who elect to return to mainstream school to complete their studies have a firm basis for their achievements through continuing their education during their pregnancies. Otherwise they may have simply dropped out of education all together. Almost all of the forty pupils involved in this project over the last two years have continued successfully into further education. The key points to this success are the very sensitive way that teachers, the learning mentor and nursery nurses work with pupils, and the flexible and individualised approach used to negotiate what pupils want and need to learn. This approach of involving the young people encourages them to take responsibility and work hard, seeing value in what they are learning for themselves and their child. Most start by studying how to look after their baby, as part of a childcare course. The presence of a nursery in the school means that pupils can study as well as look after their babies, learning valuable childcare skills and knowledge first-hand. The pupils speak very highly indeed about the support they receive, including being able and trusted to take home laptop computers so that they can complete their work.
16. All pupils in Years 10 and 11 participate in work experience as part of their timetable. There is a broad range of opportunities to match pupils' wishes as far as is possible, giving them valuable experience of an area they enjoy and might like to continue with in the future. If pupils are too ill to attend work experience outside of the hospital then on-site arrangements are made. Recent examples have included painting and decorating, furniture restoration and running a café for visitors.
17. There is very valuable work with a college of further education. This relationship has been built on very effectively through regular meetings between the college and the school to consider what courses the pupils would like and would benefit from, and what the college can offer. This range of options can change from year to year. It currently includes basic food hygiene, office skills and floristry. Options for next year include ceramics and textiles. The college is able to be very flexible, as required by the school, and, for example, provides teaching for one pupil at her home. As part of the close joint working, the school ensures that pupils have the necessary level of support whilst attending college. Its success is shown both in the enthusiasm pupils have for school as well as the very large number who successfully transfer to further education when reaching school-leaving age. An example of the approach used by the school to develop the 'whole person' and the development of the sense of support and community is seen with the preparation and involvement in the Christmas meal. This is planned and cooked by pupils attending college and all staff and pupils are invited to attend.

Leadership is excellent at ensuring the school's aims and values direct all of its work. Very effective management ensures that standards are consistently high.

18. The headteacher, deputy headteacher and assistant headteacher provide exceptional leadership to all staff in the school. They have an extremely clear vision of the role that the school should

play in the education of their pupils as preparation for a return to their home school or further education and in promoting their broader personal development and well-being. Their commitment to working together to ensure that each pupil's needs are met to a very high standard is impressive. It directs all of the work of the school. Their positive approach to developing the 'whole person' is also evident in the way that these senior staff manage other staff and, as a result, the way that they work with one another and with pupils and

their parents. They work closely with health professionals in respect of individual pupils and to strategic development, such as the school facilities in the planned new children's hospital that is to replace Booth Hall Hospital.

19. A marked success of their vision has been the co-ordination of the LEA's approach to educating pregnant schoolgirls and young mothers. Prior to attending the Leo Kelly Centre site of the school these pupils were taught at different places across the authority and, as such, did not benefit from the support they can offer one another. The attention to detail in setting up the provision has ensured the success of the initiative. For example, the school has a nursery room where their babies can sleep as their mothers study. Taxis are provided to help them attend school. Pupils see these features as really important parts of the support they are given. Past pupils visit the school to show how well they and their babies are doing and to thank staff for the effect they have had on their lives.
20. The headteacher and her senior managers are very eager to see the school develop even further and are open to initiatives that will fit within their vision of the school and that they consider will meet the needs of their pupils even better. The recent development of emotional literacy throughout the school is an example of this, as is the very worthwhile membership of the local creative partnership. This has brought about significant benefits, such as further staff training, for example, in video editing that is now being used for teaching pupils, and the link with an artist. The school has begun to consider how it might bench-mark its performance with other establishments. It is aware that making comparisons with other schools is a very difficult exercise given the disparate nature of hospital schools. However, it is committed to finding useful ways of comparing how well it is doing as a means of further improvement.
21. There is very effective delegation of responsibilities to other staff. A broad range of regular meetings supports this delegation very effectively and helps senior managers maintain an up-to-date and accurate overview of the school. The weekly staff meetings held on each of the school's sites are attended by the headteacher. There are also regular whole-school staff meetings and meetings for staff who teach children of primary school age. The weekly senior management team meetings include discussion about pupils causing concern and the review of broader school management matters.
22. Subject co-ordinators are very effective in managing their areas of responsibility and produce good action plans to improve even further. Co-ordinators provide teachers with long-term planning for their subjects to ensure that pupils are taught an appropriate range of aspects, building on work done in previous years. They evaluate the plans that teachers make from these long-term plans and discuss these and other important issues, including any national developments, in regular subject meetings. These meetings are very valuable as teachers work in the different school bases and may have little day-to-day contact with the subject co-ordinator. They provide an opportunity to ensure that standards are consistent across the school; for example, English teachers regularly all take along a piece of pupil's work so that they can compare their assessment of the work. A school-wide literacy group has been formed by the co-ordinator to promote further the development of pupils' skills in all subjects.
23. The annual monitoring programme has been developed to provide additional rigour to the sampling of many key aspects of the school's work, especially the observation of teaching and learning by subject co-ordinators. While this observation has been part of the role of the co-ordinators for some time it has not always happened as frequently as intended. The new plan shows both the

clear expectations of these members of staff as well as for their managers, in terms of planning for their release from co-ordinators from teaching duties at these times.

24. The school improvement plan is very good. It provides a well-thought-through agenda for raising standards. The plan contains clear detail of the action that needs to be taken. This is prioritised, carefully costed and based on the school's successful evaluation of its own performance. A valuable aspect of the plan is the extent of the involvement by the governing body, all school staff and other interested parties, for example, medical staff. For instance, this latter consultation resulted in the writing of a school brochure for parents whose children are taught on the wards.
25. The governing body is very supportive. It contributes very effectively to supporting and developing the vision and aims of the school. The governors have a good understanding of the school's strengths and areas for further improvement. They are well-informed about the school's work, especially through reports from the headteacher and regular presentation by members of staff concerning their areas of responsibility. In addition, since their meetings are held at two of the sites during the time when the school is open, they are able to talk with staff and pupils at lunch-time, prior to the commencement of their meeting. However, governors do not visit classes regularly to gain further valuable, first-hand information about the work of the school.
26. Financial management is effective. Planned expenditure is matched well to school priorities, although subject allocations are not as tightly linked to these priorities as they might be. The actual expenditure is monitored closely by the bursar and the headteacher. Regular and detailed information about the budget is given to governors so that they can fulfil their valuable role effectively. Careful preparation is being made for the planned move from Booth Hall to a new hospital site. This involves the building up of financial reserves over the last couple of years to be able to purchase the equipment and resources necessary at the time of the move.
27. New staff are supported very well when they start at the school. They visit all of the school's sites so that they can meet all of their colleagues and be fully aware of the broad range of the school's work. They have frequent meetings with the head of their teaching base and are informed about and supported in the use of school planning, assessment and recording procedures. Subject co-ordinators are available for phone discussions if they work at another of the school's bases.

Works very well with parents.

28. Parents are very pleased with the school. They feel it provides their children with high quality education while they are unable to attend their home schools. A few parents who attended the pre-inspection parents' meeting commented with very deep appreciation about the effect of the school on their child's recovery from illness and the preparation for returning to the home school or to college. Two parents movingly thanked the school for providing hope for the future for their child.
29. This consistent level of parents' positive views of the school is not only due to the quality of its work with the pupils but also to the efforts it makes to involve and work with the parents themselves. The genuine 'open-door' policy is well used by parents. One parent interviewed reported that she regularly dropped into school, was always made to feel welcome and staff always had time to speak to her. The ease of contact extends beyond visits to school and there are frequent phone calls to update, check out any changes and, generally, to keep both school and parents informed. If necessary, a home-school book is used to aid this communication. The school's positive links with home was exemplified during the inspection week when a parent rang the school to ask for ideas for a Christmas present, in the hope that their child may have mentioned something at school that they would like.
30. Parents are fully involved in discussion from the outset about what their child will learn, including Individual Education Plan targets. There is a planning meeting for pupils who it is known will be admitted to the hospital and are likely to be there for at least a few weeks. For other pupils the discussion is more informal. Parents often collect work sent by the home school. They are kept well-informed by regular reports that detail what their children have learned. These reports are

generally of high quality, although occasionally there is too great an emphasis on what activities have been done rather than on what the pupil has actually learned.

31. Staff put a great deal of effort into involving parents successfully in the work of the school. Events are arranged regularly for parents to see their children's work and to discuss the progress they are making. Parents' evenings are very well attended. Other events include coffee mornings for charities such as the Macmillan Nurses, a certificate awards evening, an annual performance week and a Christmas carol concert, which are also well supported. A very good further development has been organising an open day for grandparents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. Although there are no significant areas for improvement the headteacher, senior management team and governing body may wish to consider the following in their development planning:
- Ensure that all IEP targets are realistically achievable;
 - Ensure that all reports to parents are of the same very high quality;
 - Ensure that resources provided for individual subjects are prioritised to raise standards even higher;
 - Increase the first-hand information gathered by governors.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	7	2	0	0	0
Percentage	4	57	30	9	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	110
Number of full-time pupils known to be eligible for free school meals	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

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

Due to the nature of its role the school has a very large number of pupils attending during the course of a year. Last year, in total, 600 pupils attended.

Attainment at the end of Key Stage 4 (Year 11)

Number of registered pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2002	5	16	21

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys			
	Girls			
	Total	5	7	21
Percentage of pupils achieving the standard specified	School	24	33	100
	National	48	91	96

GCSE results		GCSE point score
Average point score per pupil	School	14.5
	National	39

Individual totals for boys and girls have been omitted because the total for boys equals 10 or less therefore pupils could be identified.

Associated Examination Board (AEB) Certificate:

Life Skills: 35 passed
Health, Hygiene and Safety: 13 passed, 19 passed with merit

National Vocational Qualification (NVQ):

Catering Level 1: 3 passed
Fashion Level 1: 1 passed

Oxford, Cambridge and Royal Society of Arts (OCR):

Computer Literacy and Information Technology (CLAIT): 16 passed

Ethnic background of pupils

The hospital does not routinely exchange information about pupils' ethnicity as this is part of confidential medical records, therefore, this information is not readily available to the school.

Exclusions in the last school year

There have been no exclusions from the school.

Teachers and classes

Qualified teachers and classes: YN – Y11

Total number of qualified teachers (FTE)	21.1
Number of pupils per qualified teacher	5.2
Average class size	N/A

FTE means full-time equivalent.

Education support staff: YN – Y11

Total number of education support staff	8
Total aggregate hours worked per week	282

Financial information

Financial year	2001-2002
	£
Total income	1,216,248
Total expenditure	1,190,483
Expenditure per pupil	10,443
Balance brought forward from previous year	115,294
Balance carried forward to next year	141,059

Recruitment of teachers

Number of teachers who left the school during the last two years	3.4
Number of teachers appointed to the school during the last two years	5.8

Total number of vacant teaching posts (FTE)	0.3
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	80
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	26	2	2	0
My child is making good progress in school.	62	29	2	2	4
Behaviour in the school is good.	57	22	11	2	4
My child gets the right amount of work to do at home.	66	29	13	2	4
The teaching is good.	75	20	0	0	4
I am kept well informed about how my child is getting on.	66	24	4	0	4
I would feel comfortable about approaching the school with questions or a problem.	84	11	2	0	2
The school expects my child to work hard and achieve his or her best.	66	20	4	0	9
The school works closely with parents.	66	22	7	0	2
The school is well led and managed.	77	13	2	0	7
The school is helping my child become mature and responsible.	73	22	4	0	0
The school provides an interesting range of activities outside lessons.	55	20	11	0	13