

INSPECTION REPORT

**THE PILGRIM HOSPITAL SCHOOL AND
LINCOLNSHIRE EDUCATION SUPPORT SERVICE**

Boston

LEA area: Lincolnshire

Unique reference number: 120753

Headteacher: Mrs C. M. Seymour

Lead inspector: Mrs F. D. Gander

Dates of inspection: 20th – 22nd September 2004

Inspection number: 268658

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:	4-16
Gender of pupils:	Mixed
Number on roll:	Variable but in excess of 135 in 2003 - 2004
School address:	4 th Floor Pilgrim Hospital Sibsey Road Fishtoft Boston Lincolnshire
Postcode:	PE21 9QS
Telephone number:	01205 364801 ext 2641
Fax number:	01205 368151
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Thomalley
Date of previous inspection:	21 st June 1999

CHARACTERISTICS OF THE SCHOOL

The Pilgrim Hospital School provides education for pupils between the ages of five and 16 who are in-patients at either Lincoln or Boston Hospitals. It is managed as one school operating on two sites that are 39 miles apart. Pupils attending the schools are mainly children who are in hospital for short periods; those with more long-term needs are usually taught at home. Pupils are admitted and discharged from the hospitals on medical grounds. About half of the pupils attend for more than three sessions, but almost all of these pupils attend for less than one week. Pupils come from across the socio-economic range represented within the county, and the socio-economic circumstances are average. The attainment levels of pupils they attend the hospital school varies with a few having special educational needs, but overall attainment on entry is average. There are very few from minority ethnic backgrounds.

Since the last inspection in 1999, there has been a considerable change in the type of education the Hospital School Service provides. The special educational needs provision for pre-school children has ceased to exist. The educational provision for pupils with medical needs, including mental health difficulties or pregnancy, now comes under the management of the Hospital School. This is known as the Education Support Service (Medical) and now forms the greatest part of the school's work. Last year it provided part-time education for 133 pupils, of which three quarters were suffering from anxiety, depression, or phobias. The majority of these pupils are in Years 9, 10 or 11. Most are dual registered at both their mainstream school and in the hospital provision, although some older pupils do not return to their mainstream schools. Pupils, including the pregnant teenagers, are taught at home, or in a few cases, in libraries or youth centres. Temporary support teachers teach them for five hours a week. A very small number receive just over 7.5 hours a week, with a few pupils receiving their education in the classroom at each hospital.

The aim of the Education Support Service is to continue providing education for these pupils, many of whom may not have attended school for a long time, and along with medical input, help them overcome their difficulties so that they can return to mainstream education, gain accreditation, and take their place in society. For teenagers who are pregnant, the Education Support Service aims to provide education for 12 weeks during their 18 week 'maternity leave' from school, so that they may return to school after the birth of their baby and continue their education.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21265	Mrs F. D. Gander	Lead inspector	Science, art and design, design and technology, special educational needs.
8941	Mr J. Fletcher	Lay inspector	
2480	Mrs C. Gilder	Team inspector	English, religious education.
19386	Mr T. Watts	Team inspector	Mathematics, history, geography, modern foreign language.
30243	Mrs A. Heakin	Team inspector	Information and communication technology, music, personal, social and health education, including citizenship.

The inspection contractor was:

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
OTHER SPECIFIED FEATURES	
The Education Support Service	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	21
SUBJECTS IN KEY STAGES 1, 2, 3 and 4 and in the Education Support Service	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is effective in providing education for short and long stay pupils at the two hospital sites. The provision meets the educational needs of a wide age-range and academic ability of pupils, many of whom arrive at very short notice. The staff teach well, basing the work on information which has been quickly gathered from the pupils' schools, and on their own experienced observations. **However, the effectiveness of the provision for pupils with medical needs and for pregnant teenagers (Education Support Service) varies between pupils.** It is very dependent on the willingness of the pupils' schools to provide information, work, and to liaise with the staff. Some do this very well while others create barriers to learning. The range of subjects pupils can access while being taught at home in the time allocated is narrow and limits their achievements. There is a clear understanding of how the provision could be improved, but because the governors do not have overall control of the Education Support Service they cannot always bring about any changes needed. The system used for controlling the budget does not allow the school or the LEA to accurately evaluate the cost of each provision, or for each pupil. It is therefore not possible to arrive at a judgement on value for money.

The school's main strengths and weaknesses are:

- The headteacher has an excellent vision for a coherent and effective provision.
- There is an excellent ethos for learning which stems from the staff's very strong commitment to high achievement and inclusion.
- The quality of teaching is good across both provisions and ensures that pupils achieve well in the narrow range of subjects.
- The advice, guidance, and care provided ensure that pupils regain or develop very positive attitudes to education and learning.
- The narrow range of subjects offered does not allow some pupils to achieve as much as they want to.
- The co-operation and support from pupils' mainstream schools varies and sometimes creates a barrier to learning.
- The governors do not have a clear directive from the LEA as to their role in the leadership and management of the Education Support Service.
- The information from evaluation does not provide an accurate basis on which to base funding arrangements and arrive at value for money.

Good improvements have been made to the hospital school provision since the last inspection in 1999. All of the key issues from then have been achieved, and the school has improved its curriculum and the consistency of its teaching across the two sites. The introduction of the management of the Education Support Service has resulted in the headteacher, senior staff, and the governors devoting a great deal of time over the last four years to improving this provision. Through creative thinking and management, improvements have been made. However, major improvements cannot take place as they are linked to the local authority's long-term plans for development, support, and funding.

STANDARDS ACHIEVED

Pupils who receive their education in the hospital schools achieve well in the few subjects they study. They reach acceptable standards and gain General Certificate of Secondary Education (GCSE) qualifications. Pupils who attend for a very short time achieve well in the work set for them, especially in English, mathematics and ICT. Pupils with special educational needs make good progress, mainly because teachers respond quickly to any identified learning needs and all planning and teaching is individual. Pupils who receive their education via the Education Support Service achieve well in English and mathematics. However, the standards they achieve in other subjects are

undermined by the narrow curriculum, the reduced number of hours they are taught, and sometimes by the lack of work provided by mainstream schools. There are no pupils with a home language other than English, and boys and girls achieve equally well. **The attitudes, behaviour, attendance, and personal development of all pupils are good.** The spiritual, moral, social, and cultural development of pupils who attend the hospital school is good, but for those who are educated via the Educational Support Service it is overall unsatisfactory.

QUALITY OF EDUCATION

The educational provision for pupils attending the hospital school is good but varies individually for those involved in the Education Support Service, and is sometimes unsatisfactory. Teaching is good in both provisions, but there is a narrow curriculum for some pupils, and especially for pregnant teenagers. Not all subjects can be taught in the time allocated, and it is not always possible to provide additional opportunities to enrich the curriculum for all pupils. There are satisfactory links with pupils' mainstream schools but some schools do not respond. There is very good care, support, and guidance for all pupils, and good links are established with parents.

LEADERSHIP AND MANAGEMENT

The overall leadership and management are good. The two provisions are very well led by the headteacher, and team leaders play a significant role in the overall good management of the services. Governance is good, and although they meet their statutory obligations, the governor's responsibility for the Education Support Service is unclear. The financial management is good, but the present system for managing the budget makes it difficult for the school to plan for future needs based on information it collects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are appreciative of the education provision, although they would like their children to study a wider range of subjects. This was also the opinion of pupils.

IMPROVEMENTS NEEDED

- Broaden the range of curriculum opportunities.
- Ensure that all mainstream schools provide the full range of work for pupils.
- Clarify the roles and responsibilities of the governors in relation to the Education Support Service.
- Implement a system whereby the budget can be evaluated so as to judge cost effectiveness and value for money.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The standards, pupils who attend the hospital schools, achieve are **good**, and those who have special educational needs make good progress.

Main strengths and weaknesses

- The achievement and progress of pupils attending the hospital schools are good, especially in English and mathematics. When pupils attend regularly, they gain a range of appropriate General Certificate of Secondary Education (GCSE) examination passes.
- Good relationships help pupils to become more confident about their ability to achieve.
- Long-term day pupils gain a good level of skills in information and communication technology (ICT).
- Achievement in science, especially for the long-term day pupils, is not as good as it is English and mathematics.

Commentary

1. Pupils of all ages and abilities who attend the classes in the hospital schools achieve well. Those who attend on a part-time basis complete a few GCSE courses, using the hospital as an exam centre, and by the end of Year 11, gain passes in main subjects, such as English and mathematics. During the inspection, pupils were achieving well in the subjects which are taught, and achievement is strongest in English and in mathematics. This is because teachers are confident and experienced in teaching both subjects across the whole age and ability range. In English, there is a good balance between teaching literature and language activities, and there is now a better focus on pupils using their literacy skills and practising basic number operations in other subjects. This helps pupils to reinforce their learning and improve their literacy skills. The high expectations by teachers for the presentation of work ensures that both short stay and long stay pupils take care to present work carefully and neatly. Work of long-term pupils shows steady improvement in spelling and punctuation.

2. Strong interpersonal skills and very good relationships with pupils also affect achievement very positively. The pupils who have experienced considerable anxiety about learning in a school setting become secure with staff who know them well, and accept them as they are. This helps the pupils to confidently express their views and opinions, volunteer ideas and consider some complex, abstract issues when discussing works of literature.

3. Pupils achieve well in information and communication technology (ICT) because all teachers make good use of it with the pupils. Pupils are confident users of the internet for research, and effective when word-processing their work. They consider its presentation and layout, as well as the subject content. In art, pupils use ICT to create a self-portrait, and use digital cameras effectively to take and edit a range of close-up pictures of each other's facial features. Pupils printed these and combined them into striking images. They encouraged each other's work and commended its strengths. In view of the medical and behavioural conditions represented in the group, this represented very good personal achievement for each of these young people.

4. The headteacher and staff acknowledge the difficulties they still have in providing science for the pupils. Although they have received relevant training, none are specialists, and the schools find it difficult to provide relevant work that is practicable within the hospital bases. This limits the progress pupils make in science, and the scope of the examination courses they can complete while only able to attend school at the hospital base. It remains a challenge to be resolved, as it particularly affects the older, long-term pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality, their attitudes to work and learning, and their behaviour are **good**. The provision for the pupil's spiritual, moral, social, and cultural development is **good**

Main strengths and weaknesses

- The school's strong ethos of care and individual support effectively encourages pupils to attend, to behave well, and to show good attitudes to their work and learning.
- Very good relationships between staff and pupils make a significant contribution to pupils' ongoing achievement and development.

Commentary

5. At both hospital sites, there is a strong ethos of care and support. Staff work consistently and sympathetically to help pupils understand and cope with their illnesses and injuries whilst successfully encouraging their interest and enthusiasm for learning. The individual support provided for day pupils is particularly effective in helping them to gain confidence and start to overcome their difficulties. As a result, most pupils enjoy attending, show positive attitudes to their work, quickly accept the daily routines, and behave in a positive and responsible manner. Attendance is good, with medical reasons accounting for most absence. The school has good systems to monitor the attendance of day pupils and is quick to follow up any unexplained absence and to provide support for any parents or pupils who are experiencing difficulties. Pupils respect the behaviour expectations and become very involved in the daily routines in an orderly and positive manner.

6. The relationships between staff and pupils are very good and a strength of the school. Interactions are often characterised by the positive use of humour, and the vast majority of pupils are uninhibited in their questioning and discussion. The consistently open and genuinely enthusiastic approach of adults contributes significantly to the strong relationships. This is a major factor in helping pupils to refocus on their education and development. Pupils quickly appreciate the close care and attention they receive, and as a result gain confidence and show an increasing desire to learn. A Year 6 pupil demonstrated the strong relationship with his teacher and his enjoyment of learning was obvious as they played a mathematical game; the boy took great delight in describing a three-dimensional object by referring only to its properties, and the teacher had to guess the shape. At both sites, pupils show good attitudes to their learning, despite their illnesses or injuries. Day pupils, some for the first times in their lives, begin to enjoy the education and development experience.

7. The school has maintained the generally good provision for personal and social development. Pupils make good progress because of the school's caring and positive ethos. The provision for spiritual development is good. The whole premise of the school provision is to develop a climate where all pupils can grow, flourish, and become self-confident. This is evident in the attitudes of the pupils, many of whom have to overcome a wide range of personal issues before they can attempt academic studies. Staff respect pupils, valuing their ideas and thoughts. Pupils emulate these role models and show respect for individual differences. Lessons are based on pupils' interests, and teachers encourage them to think about and discuss what motivates them; this has a positive impact on pupils' feelings of self-worth.

8. Within the constraints of their learning environment, pupils work well co-operatively and learn to be independent workers. The newly introduced citizenship course provides good opportunities for pupils to discuss moral dilemmas and learn about relationships. Established pupils take newcomers under their wing, helping them to settle in the strange hospital environment. Pupils' understanding of good citizenship is developed well. For example, recently pupils successfully planned and organised a charity stall in support of the local Air Ambulance. Opportunities are provided for pupils to learn about and appreciate their own culture and those of others through art, literature, and humanities subjects.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of the educational provision for attending the hospital schools is **good**. Although the teaching is **good**, the accommodation in which learning takes place sometimes restricts what can be taught, and it is difficult to provide additional opportunities to enrich the curriculum. The curriculum is therefore **satisfactory**. **Good** links are made with the schools from which pupils normally attend. There is **very good** care, support, and guidance for all pupils, and **good** links are established with parents.

Teaching and learning

The quality of teaching and learning, and assessment, are consistently **good**.

Main strengths and weaknesses

- Lesson planning and assessment for individual pupils are very good and information is used effectively to meet pupils' individual needs and plan for their next steps.
- Teachers have expertise in a wide range of subjects covering the whole age range, but their knowledge of teaching science is less secure.
- Teachers have very good relationships with pupils, and use patience and encouragement to motivate and engage pupils in their learning.
- The teaching assistants provide very good personal support for pupils and their families.

Commentary

9. The quality of both teaching and learning has improved since the last inspection. Overall, it is good and there are examples of very good teaching over a period with individual pupils. This has a positive effect on their achievement and helps them gain some external accreditation. In order to achieve this, teachers have developed the ability to plan lessons for unplanned admissions, treatment regimes and the variable day-to-day health of the young people. Lessons are also planned to cater for mixed-age classes with a wide range of age and learning need. These are skilfully organised so that each can participate and achieve well. Teachers have therefore had to develop a range of expertise in all subjects and they are skilled in planning for pupils at different stages in their education. However, their expertise in teaching science is less secure, especially at examination level. Planning is very detailed, and teachers are most flexible in their ability to adjust to the different needs of pupils. Much of this flexibility stems from the good assessment that takes place. This is not only based on teacher's formal assessments or the pupils' school records, but on the experience of the teacher in assessing through observation.

10. The detailed planning particularly helps pupils who have difficulties with learning in school, and many of them achieve particularly well because of the individual attention they receive in lessons. A number of these pupils have additional special educational needs. These are very well catered for in both the bases, because teachers respond quickly to their learning needs. During the inspection, a pupil who was admitted to the ward was put at ease, along with her family, by the teaching assistant. She chatted with them informally, gaining information about the pupil, including a most important fact - her favourite football team. Leaving them all laughing by her reaction to this apparently very bad news, the assistant immediately contacted the school and arranged for the pupil's individual education plan (IEP) to be sent through so that staff could begin planning for her. Where pupils have conditions needing long-term treatment and regular visits to the wards, staff keep very good records of their work and progress. These show clearly that pupils gain in knowledge, skills, confidence, and understanding over the years. The very good liaison between the hospital school staff and the pupils' regular schools means that each school is able to build on the work done by the other. This benefits the pupils and helps them develop a positive approach if they have to return to the hospital classroom.

11. The learning ethos created in each base is excellent. Strong interpersonal skills and very good relationships with pupils characterise all the lessons in each hospital base. Staff liaise closely, and effectively, with their medical and nursing colleagues; using their knowledge and understanding of each pupil's condition and needs to treat pupils with sensitivity, dignity, and respect. Expectations of all pupils are very high. Humour and the full range of tactics, from gentle teasing to robust exchanges, are deployed to focus pupils who have emotional or behavioural difficulties on their work. This ensures that all pupils have clear boundaries and know that they are here to do their best with their work. Group teaching and learning shows a very significant improvement since the last inspection. However, the accommodation at Lincoln Hospital can make group teaching difficult, as space for more individual discussions is limited.

Summary of teaching observed during the inspection in 13 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	12	0	0	0	0

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

12. Some pupils, who had anxieties learning in a school setting and gained sufficient confidence to attend as day pupils, take part in hospital sessions as much as they can. They become secure with school staff, who come to know them well, and accept them as they are. This helps these pupils to express their views and opinions with confidence, volunteer ideas and consider some complex, abstract issues when discussing works of literature. Good challenging questioning, and imaginative choice of activities extends all the pupils and ensures that as well as being productive, lessons are fun.

The curriculum

The curriculum, resources and accommodation are overall **satisfactory**. Enrichment is **satisfactory** as the school does as much as it can.

Main strengths and weaknesses

- All subjects of the National Curriculum and religious education are available to be taught, and they are individually tailored for pupils of all abilities.
- There are restrictions on what is actually taught because of the limited time available for some long term “day” pupils, and the restricted accommodation and resources.
- There are good opportunities for long-term “day” pupils to take part in a new award scheme, careers lessons, work experience, college courses and personal and social activities.

Commentary

13. Teachers at both hospital sites plan well to cover most or all subjects each week, and ensures that the available curriculum is broad. It focuses on the major subjects of English and mathematics each morning, with long-term day pupils often working on nationally accredited courses, such as GCSE. Teachers support learning at this level from their own skills, the school's resources, or the resources from pupils' own schools. Other subjects are mainly taught in the afternoons. Although there is an organised timetable, teachers often have to change their lessons to meet the needs and interests of the pupils who are in the classroom. This means that some subjects are taught more frequently than others in some weeks, and the overall balance of the curriculum can be lost.

14. Day pupils do not attend the school full-time, and therefore are often studying a very narrow range of subjects. The limited hours they attend often leads to too little time to cover much more

than mathematics and English – subjects in which they can gain a qualification. The curriculum that they receive is thus restricted. Pupils negotiate which subjects they are taught, and they rarely choose geography, history, or a foreign language, but will take part in art lessons. The accommodation at both sites is limited, with little storage space for an extensive selection of resources, and no specialist facilities for subjects, such as science or design and technology (D&T). This further reduces the range of subjects that can be taught, and the topics within those subjects.

15. The pupils who come into the school for their education have some good and relevant activities beyond the National Curriculum. The school organises personal and social education (PSHE) sessions each week, which includes drugs and alcohol awareness, relationships, and sex education. There are also good links with the careers service, Connexions, so that pupils are more aware of the options that they have for the future. These include the chance for some pupils to have good work experience placements. Pupils may also have day courses at a local college, such as one currently in horticulture. These together help pupils to become more confident in facing the real world and adulthood. Recently, the school has begun to bring several courses together into an “Employability Graduation Award” which includes skills in numeracy, communication and information technology, as well as health and safety, and vocational skills. Pupils are well motivated by this integrated award scheme, and are keen to do well.

Care, guidance and support

Pupils’ welfare, health, and safety are **very well** provided for. **Very good** and improved quality support and guidance are made available to all pupils regardless of how long they attend the school. Pupils’ views and opinions are routinely sought and always valued; their involvement is **good**.

Main strengths and weaknesses

- The school is vigilant and secures pupils’ well being and safety most effectively.
- Pupils enjoy very good and trusting relationships with staff.
- Through rigorous observation and tracking, staff provide consistently high levels of guidance and support to ensure pupils’ personal and social development.

Commentary

16. Good arrangements for child protection are in place and the school is both vigilant and sensitive in exercising its responsibilities. Day-to-day activities are carried out safely with all staff showing very high levels of care and concern. The procedures for moving pupils from wards to the teaching bases are particularly closely followed, with every care being taken to ensure that children are safe. In lessons and at breaks suitable supervision is always provided. Good systems ensure that identified hazards and safety concerns are quickly reported to the appropriate authority with the result that concerns are rapidly eliminated. A recent independent health and safety audit identified only a few minor procedural items that have now been attended to.

17. Pupils enjoy very strong trusting relationships with staff and have no hesitation in seeking help and advice with any concerns or worries that develop. It is particularly notable how staff relate to those day pupils with medical problems who are starting programmes leading towards reintegration to mainstream schools and colleges, after lengthy periods with little or no education. This support is carried out consistently and effectively.

18. The school provides very good support and guidance to enable pupils’ personal and social development, which has improved since the last inspection. The close one-to-one contact with teachers and support staff ensures that pupils’ well being and personal development are under constant observation. Informal and formal reviews are used effectively to identify development targets and to tailor support programmes. External agency support is used whenever necessary, and to the best advantage for pupils’ emotional well-being. Good records of pupils’ achievements are kept, and hospital school staff provide good quality general support and guidance to aid

academic development. The quality of academic advice and support in some subject areas is dependent on the link with the specialist teacher in mainstream school, and is usually good.

Partnership with parents, other schools and the community

The school enjoys a **good**, supportive partnership with parents and carers. Interaction with the community is **satisfactory** but underdeveloped. Links with mainstream schools and colleges are **satisfactory**.

Main strengths and weaknesses

- The partnership with parents and carers is enhanced by the frequency and level of contact and by the effective involvement of parents in pupil's learning programmes.

Commentary

19. A strong partnership exists between the school and parents. Views expressed by parents and carers indicate high levels of satisfaction with the school and widespread pleasure at the continued development they see their children making during difficult times of illness or injury. An overwhelming majority say their children like school and feel better for the support they receive. There is widespread agreement that teachers quickly understand children's needs, that the quality of education offered is good and that they are kept well informed of progress and development. All parents comment favourably on the consistently high level of care that is shown towards pupils, and parents of pupils attending on a part time outpatient basis are pleased with the improvements in maturity and self-confidence that their children make.

20. All parents and carers are fully involved in agreeing the programme of study and support that the school is to provide during their child's stay in hospital. In the case of pupils with medical conditions who attend the school for occasional sessions, there is close liaison to agree programmes with parents and mainstream school prior to admission; arrangements for regular reviews are identified, as well as a target date for mainstream reintegration wherever possible. Attendance at reviews is high and for any parents unable to attend alternative arrangements are always made. Formal communication on progress and development for longer stay pupils is effected through monthly, termly and full annual reports. Reports provide a good overview of what pupils know, understand, and can do in the subjects being studied, together with a good summary of their social and emotional development. Very close contact is maintained with parents of in patient pupils at their daily visits and school staff effectively involve parents in the learning programmes. At Boston, parents often visit the teaching base for guidance on how they can help to support their children with, for example, mathematics problems. The school values all parent and carer views, is quick to involve them if there are any difficulties, and ensures involvement in all decisions relating to their children.

LEADERSHIP AND MANAGEMENT

The leadership by the headteacher is **very good**. The staff with responsibilities play a significant role in the overall good management of the service. Governance is **good**, but the governor's responsibility for the Education Support Service is unclear.

Main strengths and weaknesses

- The headteacher has an excellent vision for a coherent and effective provision.
- There is an excellent ethos for learning which stems from the staff's very high commitment to achievement and inclusion.
- Governors are expert, committed and prepared to make difficult decisions to re-shape the service, but have no overall responsibility for the Education Support Service.

- More detailed evaluation of the management information collected by the leadership team should provide a more accurate basis on which to base funding arrangements.

Commentary

21. The headteacher's clarity of vision of how the services should be delivered is excellent. She has a clear-sighted analysis of the strengths and weaknesses in each of the three services and has formulated several proposals for development. She is totally supported in her work by her colleagues in the hospital bases, the Education Support Service and by her governors. Governors described her provision of information and support for their work as 'way beyond the call of duty.' This energy and focus creates a learning climate in which the teaching and support staff share the headteacher's commitment to pupils' social and educational inclusion and achievement. It was possible during the inspection to observe a supervision session with one of the team leaders in which individual pupils' progress was reviewed. It is an excellent example of the headteacher's monitoring and support for the work of her senior staff.

22. Staff provide very good role models for the pupils and work with sensitivity and skill to optimise their chances of re-integration and success. The commitment to inclusion and achievement is evident in all three services. When pupils are admitted to hospital, require learning at home or become pregnant, staff make every effort to smooth their transition and retain active and effective liaison with their previous schools. Inspectors found many examples of imaginative and patiently negotiated solutions for individual pupils that help make the best of their situations. The team leader's knowledge and understanding of each pupil receiving their education from the Education Support Service is first rate, and the sensitivity shown by the support teachers in some very complex situations is impressive. Team leaders provide as much contact as they can with the support teachers, and governors have funded training for them. The decision to retain the support teachers on a supply basis has created unintended inflexibilities, for example the capacity to recruit subject specialists. It is also more difficult to improve support teachers' teaching through regular observation and target setting as supply staff are not subject to regular performance management.

23. The governors have developed their role effectively to meet the many changes to hospital-based education. They are reflective, reviewing their practice regularly and bring considerable expertise in pupils' medical and personal needs to bear on the challenges. An example of their committed and painstaking work is their recent decision to close the under-fives group based at the hospital. It was successful because of their meticulous planning for each of the under-fives affected by the closure. However, governors have no clear terms of reference for the Education Support Service. Despite this, they do their very best to secure better provision for the pupils, investing considerable personal time and commitment to the task. They are hampered by budget mechanisms and funding streams that derive from the funding formula for a special school. An example of this is their protracted efforts to purchase a travelling classroom. They proposed using capital expenditure funds that they were unable to spend each year because they have no premises to spend them on. The DfES determined that an exception could be made, but they were unable to gain the LEA's agreement to proceed.

24. There is some potential to extend the range of performance data the management collects about the services, including pupils' needs and progress in subjects. Governors are keen to develop their analysis and evaluation of this information so that the clearest possible picture of need and expenditure can be presented to the Local Education Authority (LEA). The current arrangements place management costs for team leaders in the Education Support Service within the hospital school's budget. As a result, it is impossible for the headteacher and the governors to assign accurate unit costs per pupil and from these analyse and compare the relative performance of pupils by need, age, service, and location. This in turn restricts the ability of both the governors and the LEA to establish whether the services individually, and as a group, provide good value for money.

25. Within the constraints imposed, the hospital schools are well managed, but the governors' financial management is hampered by budget systems, including ICT that do not suit the overall

provision. For example, capital expenditure funds for premises could not be freed from within the budget to purchase other much needed resources.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	618559	Balance from previous year	n/a
Total expenditure	618559	Balance carried forward to the next	n/a
Expenditure per pupil	n/a		

26. The expenditure per pupil is extremely difficult to calculate. Although the management has detailed records of how many pupils receive support and for how many hours during each year, the ICT system used does not allow the analysis of each pupil in terms of the total cost of their education. Because of the individuality of the education for each pupil, simply taking the number of pupils passing through the service in relation to the overall cost does not provide a valid figure for expenditure per pupil. It is therefore not possible to provide an overall judgement on value for money.

What is the effectiveness of The Education Support Service?

The effectiveness of the Education Support Service varies for each pupil. Overall, it is unsatisfactory as the current strategy for the service creates barriers to learning for some pupils.

- The limited range of subjects available for pupils affects the overall achievements of some of these pupils.
- The quality of the curriculum varies for each pupil, and therefore equality of opportunity, and access, for every pupil are not ensured.
- The nature of the isolated lessons, taught at home, limits planned opportunities for personal development.
- Teachers are very skilled in teaching their specialist subjects.
- There are very good relationships established between support teachers and pupils.
- The support teachers provide very good care, support, and guidance for these vulnerable pupils.
- Liaison with mainstream schools over study programmes, marking and assessment of work varies from very effective to unsatisfactory.
- Governors have no overall responsibility for the Education Support Service.

27. The curriculum for pupils supported by the Education Support Service focuses mainly on mathematics and English language and literature. These are currently geared towards GCSE qualifications and in which most pupils achieve well. Many achieve GCSE qualification; with the proportion for this year showing a very significant increase on previous years' figures. Folders of pupils' work show some impressive developments in pupils' learning, their skills, and organisation. Pupils are making good progress in English and mathematics. However, pupils do not achieve this success in other subjects, because they only receive education for between five and seven and half hours a week, and this restricts the number of subjects studied.

28. The quality of the curriculum varies, and generally, pupils are not receiving a well-balanced education. For some the curriculum is good, while for others it is unsatisfactory. There are three main factors that contribute to this – the pupils' differing needs, the constraints of what can be provided, and the willingness of schools to work in partnership with the service. The first is a positive feature because every programme is negotiated carefully to match each pupil's most important subjects, and the amount of teaching time that pupil is able to sustain. Pupils receive the statutory minimum of five hours of tuition per week, and for some pupils, this is as much as they can manage, often in their first months with the service. For others, who are well enough to take part in more lessons, work in groups, or keen to pursue certain subjects, the amount is increased to seven and half hours but it is not enough to meet their needs. The constraints limit pupils' horizons and closes down many options for further study or employment. However, support teachers work hard to increase pupils' educational opportunities and some include careers education, work experience placements, regular days on college courses, and for a few pupils, other subjects, such as art and design. They continually review programmes with pupils, especially those in Years 10 and 11 who are not likely to return to school.

29. Teaching at home can pose difficulties for support teachers to ensure equality of opportunity and access for every pupil. Pupils are taught in very different situations, ranging from a quiet room to one where the whole family is gathered. Many families are unable to provide dedicated and quiet study space, fully equipped with reference materials, internet computer access, and a printer. Distance and transport to use public library facilities can be problematic in rural areas when the managers are trying to increase pupil's confidence and social experiences. The service provides some laptops for staff and pupil use, and a project to develop e-learning is beginning. Many support teachers have been provided with laptop computers, and suitable training, so they are able to reinforce pupils' learning of ICT skills. However, they have to rely on the specific resources provided by pupils' schools, such as course books, and these are not always provided immediately following a referral of a pupil to the service.

30. The group that is most disadvantaged is the pregnant schoolgirls and teenage mothers. There is considerable variation in pupils' experiences across the LEA. The Education Support Service plays an effective role in linking pupils with available support groups, such as Connexions and Sure Start, whilst maintaining a limited amount of educational support. However, the teaching of these pupils in isolation for a few hours a week means there is little time for personal development, and some receive no teaching to support them with child development and care, or understanding of their rights and responsibilities as young mothers. In the best situations, pupils stay at school as long as possible and continue with the full range of subjects. When this continues at home, the pupils' schools provide work to complete at home. These pupils achieve well and return to school to complete their courses. However, this quality support and curriculum access and entitlement are not routinely available for all pupils in this group. The managers' analysis of pupils' performance shows that as a group, these pupils are less well engaged with learning and some underachieve. The poorest quality provision encountered was for a Year 11 pupil, who was being taught at home for five hours a week and only covering two of her six GCSE subjects; English and mathematics. Efforts by the support teacher, through meetings, visits, and phone calls to the mainstream school, in order to obtain a wider curriculum and work in each subject had not been successful. Meetings with school staff had been cancelled or were forgotten about. The pupil was eager to continue at home with course work for ICT, food technology and childcare, but this was being denied to her by her school.

31. The provision for the personal development for these pupils is unsatisfactory. While relationships between adults and pupils are good, the nature of the isolated sessions limits the planned opportunities for personal development. Support teachers work hard to encourage pupils to venture outside the confines of their own home and work as a group. For example, where pupils meet in small group locations with their teacher, such as in the Louth Youth Centre or the Lincoln library, a very careful check is kept on their attendance. Pupils who experience problems attending these sessions are supported sensitively and effectively. For example, the four pupils working together at Louth, receive an allocation of seven and half hours a week, and are working towards re-integration back into mainstream education. They clearly enjoy each other's company, and welcome and support potential new recruits. However, not all pupils have the opportunity to receive regular sessions of citizenship or personal and social education, and for all but a few pupils there are no opportunities for them to work in a group. This has several unintended, but adverse, consequences. Pupils who have experienced anxiety about school or have medical needs, and are showing good progress at home, are not able to extend their programme. They cannot progress further by gaining confidence in working and learning alongside others, other than by travelling to the hospital bases. Many of these pupils would benefit by learning alongside others who have had similar difficulties. Inevitably, they miss the chance to hear others' points of view, debate, argue points, and so develop their understanding of a topic.

32. The quality of teaching is good, and results in many of their pupils achieving well in the few subjects they study. The young people appreciate the individual support that is available and many make significant progress in overcoming the emotional and medical problems that are keeping them out of school. Many show rapidly improving levels of interest and enthusiasm for their studies. Support teachers' judgements on how best to manage time allocated are based on their very good knowledge and understanding of each pupil. They plan work effectively to exploit pupils' strengths and interests and, in the case of pupils with medical needs, to develop their stamina or confidence. Teachers are consistently successful in keeping pupils alert, interested and engaged, even where the subject matter – for example Shakespeare's writing, rather than contemporary fiction or personal writing – is the order of the day. Many support teachers have adapted elements of the national strategies for literacy and numeracy to structure their time, using short, lively opening tasks to energise and create a transition from home to school or from one subject to another. During one break, extra water was accompanied by some 'brain gym' activity – a sharp and effective burst of intellectual bending and stretching!

33. Support teachers are the richest resource available for these pupils, and very good relationships are at the heart of this. When pupils are referred to the service, the managers carefully identify pupils' strengths, likes and dislikes. Pupils are carefully matched to support teachers, not

only because of a specialist subject but also on particular qualities that teachers have. For example, a pupil with an obvious creative talent and interest had been linked to a support teacher who was also an artist. This teacher used art as a means of motivating the pupil to re-engage in learning and linked it very well with English. Inspectors repeatedly noted the judicious blend of warmth and sensitivity with a professional focus on the learning tasks required. In acting as critical friends for the pupils, support teachers also demonstrate very good levels of care and concern for the welfare of all their. All staff have the best interests of pupils at heart and work hard to help them gain confidence and make progress. They show high levels of awareness, skill, and sensitivity in helping these pupils and their parents to overcome their particular problems.

Summary of teaching observed during the inspection in 13 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	9	2	0	0	0

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

34. The mainstream schools at which the pupils are registered show very variable attitudes towards them when they move into the Education Support Service’s care. The managers of the hospital schools are very aware of the difficulties. They are working hard to bring the quality of links with all schools up to the level of the best. Some support teachers negotiate solutions for ‘their’ pupils. A good example is an arrangement for weekly lunchtime sessions at school with a pupil’s Head of Year, whose subject is science, which the Education Support Service cannot provide. The effectiveness of the efforts of support teachers is hampered by some poor levels of co-operation from schools, which inevitably affects pupils’ learning adversely and can impede re-integration. There is a lack of understanding by some schools on the role of the service and the responsibilities that remain with the mainstream school. This sometimes leads to delays in the agreement of a placement and of subjects for pupils. Similarly, arrangements to ensure that appropriate work is set, marked and overseen by the mainstream specialist teacher also varies from school to school. Some pupils’ subject teachers do not regularly mark the coursework for them, or as in some examples, the comments are not meaningful. This makes it difficult for the support teachers to provide enough specific guidance, and reduces these pupils’ chances to achieve the highest examination grades.

35. Parents are particularly positive about the care and sensitivity shown by staff and the effective support provided to help them and their children overcome major difficulties. Several parents were very appreciative of the positive changes that staff had achieved with their children and some were now confident that reintegration to mainstream school would be a practical proposition. The one universal area of criticism by parents is the restricted amount of time allocated to direct support and the fact that more rapid progress could be achieved if more contact could be possible. The young people with medical and emotional difficulties who have been unable to hold down a school place are effectively and flexibly helped to make a new start and in some cases to reintegrate into mainstream school or college programmes.

36. There has been massive growth in this area of educational provision since the last inspection. The governors have readily taken on the responsibility for the management of the service but have no real power to bring about change. This is because their terms of reference have not been modified to include this service. Despite this, they do their very best to secure better provision for the pupils, investing considerable personal time and commitment to the task. Therefore, management of the Education Support Service is only satisfactory and the approach to financial management and strategic planning are both unsatisfactory. The cost effectiveness of spending and value for money are difficult to assess because the system used for budget control does not allow the funding of this service to be separated from the hospital school. Pupils are dual registered throughout their time out of school so that pupils can be integrated back into school. Individual pupil funding remains with the mainstream schools in this expectation. However, there are no mechanisms to transfer these funds to the Education Support Service when it becomes obvious

that pupils will not be returning to their schools. The cost of funding these pupils is therefore expensive – and especially as they do not receive full-time education.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGES 1, 2, 3 and 4 and in the Education Support Service

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision for English is **good**.

Main strengths and weaknesses

- Pupils of all abilities achieve well in lessons because of lively and engaging teaching.
- Many pupils with additional special educational needs improve their spelling, punctuation, and handwriting over time.
- Long-term day pupils have a well balanced diet of language and literature.
- Good guidance and support for teachers is available from both subject leaders.

Commentary

37. The provision for English has improved since the last inspection and it is now consistently good in each hospital base. The pupils who attend have a wide range of ages and learning needs. This is now much better catered for through consistently good individual and group teaching. The result is good achievement throughout the range with some very good individual progress over time for long-term pupils. This is well attested by detailed records of pupils' work, achievement, and responses to work in English. The higher attaining pupils are able to compare themes, styles imagery, plot, and character in novels, poems, and plays. Teachers' choices of activities are imaginative and effective in engaging pupils. In a particularly good lesson, pupils wrote their own rap poetry in the style of Benjamin Zephaniah, to imagine, explore, and entertain. They did this with great gusto, enjoying the funky rap style, and discussing accents and terminology with interest.

38. Some pupils who arrive as in-patients also have additional special educational needs and occasionally pupils are admitted who find difficulties with work in school because of this. They particularly benefit from the individual attention they receive and the extra help they are given with reading and writing. Staff liaise closely with pupils' schools and provide the work for them to meet any English targets in their IEPs. If there is limited information about a pupil, teachers undertake their own assessments and tailor work accordingly.

39. The quality of teachers' questioning and challenge for pupils is very good. Their relationships with pupils promote a positive climate for learning and they encourage pupils to reflect on their own work and progress. The impact of this is clear in the portfolios of work of the GCSE pupils which are well organised and show great care in presentation. Subject leaders provide a scheme of work to use with long-term pupils and regular meetings between staff on each site support the exchange of good ideas for lessons and materials. Closer monitoring of timetables and programmes overall would ensure that the subject does not take up too much time within the hospital base programmes.

The Education Support Service

40. Young people working with support teachers achieve well in English. The positive and trusting relationships they develop with their support teachers encourages them to do their best both in their taught sessions and with their homework. Their folders show that they have covered a wide and interesting range of work together and most take pride in their English work. Several pupils use ICT well to present their writing and do background research on authors or poets. Many folders show good evidence of pupils reviewing their own work, setting themselves goals and assessing their own success in meeting these.

41. In a very good lesson, personal writing developed well because of the support teacher's skilful planning and preparation. She shares a piece of her own writing – a fragment of autobiography about 'a moment in time'. In it, she describes a vivid moment and occasion that the pupil relates to very well. It is also very effective as the preceding work on biography and autobiography has laid a good foundation to build a personal and authentic piece of creative and expressive writing. Shakespeare is often well-taught and very reluctant pupils are encouraged to enjoy it by skilled coaxing. As a result, one pupil initially negative about the prospect is surprised to discover how much she *did* know about Romeo and Juliet after all.

42. Support teachers' very good planning breaks up long sessions, and adds pace and challenge for pupils. Where teachers are English specialists or very experienced in teaching it, marking is of good quality with clear guidance on points for improvement. This is harder for non-specialists teaching literature, particularly if the pupil's school teacher refuses to mark work. In these circumstances, support teachers' marking can focus too much on accuracy and not enough on analysis of the text or nuances of interpretation. For higher attaining Year 11 pupils, some of whom are pregnant, there is not enough time available for them to complete their syllabus properly.

Language and literacy across the curriculum

43. Provision for this is satisfactory. Teachers emphasise and reinforce literacy within the other subjects, themes, or topics they are teaching. However, because of the narrow range of subjects taught by the Education Support Service this is not as evident as in the Hospital Schools where there is detailed curriculum planning.

Modern Foreign Language

44. At present none of the long-term day pupils are studying a foreign language, and it is therefore not possible to judge the quality of provision. One period each week is timetabled for the subject; this is generally French but German has also been taught when needed. The school responds positively to the inclusion of a foreign language in a pupil's curriculum plan should the pupil or the school request it. This also applies to the Education Support Service pupils. Records are not routinely kept of pupils' lesson topics or of standards achieved.

MATHEMATICS

The provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils make good progress because the teaching is good and regular.
- Lessons are very well tailored to the needs of individual pupils.
- This subject is well organised and resourced.

Commentary

45. Pupils achieve well, largely because mathematics is taught every day, whether pupils are admitted for a few days, or are long-term day pupils. Staff are well qualified to teach all aspects of this subject, and they frequently use computers to make their lessons more interesting. Pupils are well behaved, and often concentrate well for long periods, especially if they are keen to gain qualifications.

46. Teachers are very good at planning their lessons specifically for the needs of each individual pupil, whether they have learning difficulties or are working towards nationally recognised qualifications, such as GCSE. Their careful assessment of how well pupils are making progress

helps them to plan their lessons very well. Teachers have warm and positive relationships with their pupils; they provide work that it is challenging and they are able to motivate all pupils well. Support staff work well with individuals and small groups of pupils.

47. The good organisation is seen in the good resources that have been built up and in the regular contact with pupils' own school when teachers need additional resources or information for particular pupils. Long term planning has good regard for the recommendations of the National Numeracy Strategy, and for the requirements of several examination boards. Pupils are helped to go back to their own schools to take exams, or they can be taken on the premises if necessary. This is a good improvement since the previous inspection.

The Education Support Service

48. There is good provision for teaching mathematics to pupils at home, or in other places outside the hospitals. Generally, about half of pupils' taught time is given to this subject. Many pupils are studying for their GCSE qualifications; teachers are well able to teach at this level, and pupils make good progress. Teachers try to have regular contact with pupils' own schools, although this is not always possible, especially if pupils have not attended their own school for a long time. Where there is regular contact, this helps to encourage pupils back into their previous school. Teachers have warm relationships with their pupils, motivating them well, and providing a high level of challenge. Pupils want to work; they concentrate well during lessons, and mainly complete their homework before the next teaching session. Often, teachers use their laptop computers to assist their teaching, and pupils will often use their own computers to present their work neatly, and for displaying graphs and databases, for instance.

Mathematics across the curriculum

49. Provision for this is satisfactory. Where they can, teachers emphasise and reinforce mathematical concepts within the subjects, themes, or topics they are teaching. However, because of the narrow range of subjects taught by the Education Support Service this is not as evident as in the hospital schools where there is detailed curriculum planning.

SCIENCE

50. There were insufficient opportunities to observe the teaching of science and therefore there is no overall judgement on the quality of the provision. The planned curriculum has adequate coverage of scientific topics but it is difficult for teachers to provide access to practical aspects of the subject. The science curriculum is therefore not balanced. The provision of the subject for pupils who are taught by the Education Support Services varies and in most cases, the teachers are unable to provide the subject within the home situation. On the whole, mainstream schools discourage pupils from studying this subject at home because of the limited practical resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**

Main strengths and weaknesses

- Achievement in ICT is good because of good teaching.
- The use of information and communication technology in other subjects is good.
- Improvement since the last inspection is good.

Commentary

51. Pupils achieve well because teaching is consistently good and teachers are committed to incorporating ICT within all their lessons. The restrictions on time mean that it is not viable to teach discrete ICT lessons, but to overcome this problem and to ensure that pupils receive their entitlement; teachers include ICT skills within their planning for other subjects. This is proving to be a successful strategy, which is helping to raise pupils' levels of achievement.

52. Observation in lessons and samples of work show that when younger pupils attend, they are given good opportunities to use clipart to paste and change the size of pictures in number work. Older pupils of secondary age use their ICT skills well to research and record their work. A good example is that of a Year 9 pupil, who independently researched the themes and similarities of the Anansi stories, using the Internet to compare texts from Jamaica, Nicaragua, USA and Liberia. The same pupil used the word processor to draft and redraft imaginative writing and to produce an astute self-assessment of the work. The teacher also used the word processor to give an evaluation of the pupil's work and guidance on further improvement. This example indicates well how ICT permeates all the work that goes on in the classrooms.

53. Provision is available for those pupils who wish to take accredited courses in ICT. Since the last inspection, the school has made good improvement in ICT. This is reflected in the high quality development plan, the improvement in available hardware, the overall commitment of the head teacher and staff to implement the Key Stage 3 Strategy, and use ICT as a teaching aid and develop pupils' skills.

The Education Support Service

54. Pupils benefit from the high emphasis placed on ICT. Teachers seen during the inspection used laptops and PCs to support pupils' learning. In science, programs are used effectively to review pupils' knowledge of for example photosynthesis, and because pupils do not have access to laboratories for practical work, the interactive computer programs help bring the subject alive, motivating the pupils and raising standards of achievement. Links with the Youth Service mean that small groups of pupils are able to access the mobile unit and benefit from a more varied ICT provision. Good links with other organisations have resulted in two pupils receiving additional ten hours tuition through on-line learning. The good quality development plan indicates a commitment to develop ICT provision further in an imaginative and relevant way.

Information and communication technology across the curriculum

55. Samples of pupils' work show they make good use of research and graphics skills including digital photographs to support their literacy, numeracy, art and design technology work. Databases and spreadsheets are used regularly to produce charts and graphs or make calculations.

HUMANITIES

56. No lessons in geography, only one lesson of religious education (RE) and one in history were observed during the inspection. It is therefore not possible to judge the quality of the provision made for the subjects. The **RE** lesson was provided for a small group of being taught at the Louth Youth Centre base. It focused on the different attitudes that can emerge between parents and teenagers. It was a good lesson and contributed well to the pupils' social and moral development. **History and geography** are timetabled each week, and staff have clear plans for what topics are to be taught each half-term. These are flexible, however, and if pupils bring in their own work, or if they know what is being taught in their own school, staff are able to meet their needs. This is much the same situation as at the time of the previous inspection. The school has adequate resources to aid pupils' learning in each subject, but no lessons were taught during the inspection, so it is not possible to judge the quality of provision. Collected examples of pupils' work show a broad range of topics being taught, with pupils making satisfactory progress. Recently, for example, these have included a project about the life of children in Victorian times, and studies of different environments,

such as Polar Regions and rainforests. Long-term day pupils are not presently studying either subject, although this is possible if they wish to do so. Pupils who are taught at home are not presently being taught history and geography, but it would be possible if they really wanted to do so. No examples of previous work by pupils were available.

TECHNOLOGY, VISUAL AND PERFORMING ARTS, and PHYSICAL EDUCATION

57. Too few sessions involving art and design, design and technology, or physical education were seen during the inspection. It is therefore not possible to judge the quality of the provision made for the subjects. For pupils at the hospital bases, both art and design, and design and technology are taught as part of the curriculum themes. Staff combine the requirements of the National Curriculum within the themes to provide a balance of experiences. However, opportunities are limited to what can be accomplished in the available accommodation. This is especially so for physical education which cannot be taught. Collected examples of pupils' work show a broad range of topics being taught, with pupils making satisfactory progress. Pupils who are taught by the Education Support Service have access to all three subjects should they want to study any in depth for GCSE, but in reality only art and design is feasible. Specialist staff are available should this be the case.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

58. Insufficient lessons were observed to make an overall judgement on the provision of these subjects. The gains pupils make in lessons in **personal, social and health education** and citizenship are supported well throughout the school day. The good relationships between staff and pupils form a strong base from which advice, guidance, and encouragement are offered. In the one lesson seen the well-targeted discussion on being in hospital and the associated feelings resulted in the pupils being understanding and empathetic with a new pupil. Sex education and drug-related education are taught when it is considered appropriate and depending on the needs of individual pupils. Good links with Connexions ensures pupils are prepared for the world of work or further education. In line with the Key Stage 3 Strategy, the school has audited the curriculum and introduced **citizenship**, the co-ordinator is developing good quality schemes of work linking into other subjects. Only one lesson was seen during the inspection. Teaching in this lesson was good. The teaching assistant ably supported the teacher and, between them, they provided appropriate work on relationships for a Year 5 pupil and three Key Stage 4 pupils. All pupils responded well, the youngest pupil appreciating the value of friendship and the older group discussing maturely the male and female perspectives on love, romance, and infatuation. Samples of work show pupils are learning to evaluate their own work.

PART D: SUMMARY OF THE MAIN INSPECTION

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	0
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7). In a special school provision such as this, **standards achieved** are judged against individual targets and not national standards.*

