



Harrow Tuition Service

Inspection Report

Unique Reference Number 102180
LEA Harrow LEA
Inspection number 276667
Inspection dates 2 May 2006 to 3 May 2006
Reporting inspector James Bowden AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Pupil referral unit	School address	82 Gayton Road
School category	Pupil referral unit		Harrow
Age range of pupils	5 to 16		HA1 2LS
Gender of pupils	Mixed	Telephone number	02088639149
Number on roll	68	Fax number	02088615076
Appropriate authority	The governing body	Chair of governors	Ms Carole Tobin
Date of previous inspection	24 January 2000	Headteacher	Ms Claire Nicholls

Age group 5 to 16	Inspection dates 2 May 2006 - 3 May 2006	Inspection number 276667
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school supports vulnerable learners through short-term placements in its units and through outreach for mainstream schools. Pupils include those who have been excluded from mainstream school, those at risk of exclusion, those without a school place and some school refusers. The Royal National Orthopaedic hospital, some six miles away from the primary and secondary sites, provides education for short-term inpatients as well as for longer-stay patients. Patients arrive from far and wide, including Scotland, and, in some instances, from overseas. Since September 2005, 256 patients have been taught. The Tuition Service also provides the local authority's Inclusion Support Team, which Harrow schools opt to pay for, and the Home Tuition Service. In addition, the Service also manages the Years 10 and 11 alternative curriculum provision coordinator in Harrow.

Currently, there are nine primary pupils on roll and fifty-three secondary students, the great majority in Year 11. There are approximately twice as many boys as girls. Approximately half of pupils are of white background and the others a mix of other ethnic backgrounds. Sixteen have a statement of special educational need, and most have complex, social, emotional and behavioural concerns. The majority of pupils have problems within their family settings and have had or have on-going involvement with other services within the local authority. Nine pupils are looked after by local authorities. The nature of the Service's provision has changed considerably since the previous inspection in January 2000.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The Service provides very well for its pupils, successfully meeting its aims. Self-evaluation is accurate, the inspection agreeing with almost all of the Service's judgements and areas identified for improvement. Many learners are successfully re-integrated into either mainstream education or, where appropriate, other full-time specialist provision. Those in the hospital school, some with serious medical needs, are enabled to continue their education and home tuition supports other learners with medical and psychological needs. Many learners at the secondary unit return to mainstream schools and move on to further education when they leave. As a result of the work of the Service, the number of pupils who are permanently excluded from mainstream schools is falling. This is because of good teaching, good curriculum, excellent quality care, guidance and support and good leadership.

The Service gives good value for money and is very well placed to improve further. There is a very strong culture in which every child really matters which supports their personal development well. Parents are supportive. Education staff from other agencies work extremely close together in the provision for all learners, having their best interests at heart. Partnerships with other external agencies are also outstanding and further enhance the quality of support learners receive. Good leadership and management have promoted good improvement since the previous inspection. Though evaluation and monitoring of teaching and learning is well embedded, the quality of marking of work in the secondary unit is inconsistent and there are not always sufficient opportunities to develop independent learning skills, especially in using information and communication technology (ICT). Assessment procedures are much improved since the previous inspection but the Service is not always using the data it collects to plan for the future, particularly for older learners

What the school should do to improve further

andmiddot; Make better use of assessment to extend pupils' skills in working independently and using their initiative.

andmiddot; In the secondary unit, improve the quality of marking of work and provide more opportunities for the development of independent learning skills, especially in using ICT.

Achievement and standards

Grade: 2

Learners start at the primary and secondary units with standards well below average. Some work hard enough to be reintegrated into mainstream school, particularly those in the primary unit and younger learners in the secondary unit. For older pupils, particularly in Year 11, this is more difficult. However, over recent years the Service has successfully enabled many learners in the secondary unit to continue into post-16 education when they leave. Many successfully follow accredited key-skills as well as

vocational courses in local colleges. As a result, in 2005, for example, three-quarters of Year 11 pupils continued their education and five former learners started university courses.

In the hospital school, both short-stay and longer-stay learners are successfully enabled to continue their education thus easing their return to mainstream or specialist schools. Learners supported by home tutors follow examination courses and some school refusers have improved in confidence, thus enabling them to attend part-time schooling at the Service's main site.

Personal development and well-being

Grade: 2

The Service judged this aspect to be outstanding but inspection evidence shows it to be good. Learners' personal development contributes well to their overall progress. Their spiritual, moral, social and cultural development is good as a result of a range of activities, for example, charitable activities and a daily whole-group meeting in the secondary unit. Most learners enjoy their education and this is reflected in their positive attitudes and behaviour in the primary and secondary units as well as in the hospital school. A few older pupils take time to settle at the start of lessons and need reminding about the code of conduct. In mainstream schools, where teachers from the Inclusion Support Team support learners, the number of learners being permanently excluded has fallen. The Service does all it can to improve attendance and as a result it has improved since the previous inspection. However, there is still a significant minority who do not attend well enough and this distorts overall figures.

Pupils have a secure understanding of safe practices and develop healthy lifestyles through taking part in planned physical activities and eating healthy lunches, which include fruit. In the hospital school, they are developing their knowledge and understanding of how to cope with their medical conditions. Learners in the secondary unit feel they are listened to and suggest improvements that could be made. Older students readily opt to take a range of accredited courses and work-related activities to help them prepare for the future. However, some found the recently introduced two-week work experience programme difficult.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and meets the needs of learners well. It enables them to make good progress and reintegrate into mainstream education or other appropriate specialist full-time provision and, at the hospital, continue with their education. No teaching and learning was observed in home-tuition sessions but monitoring and evaluation by the Service shows this to be good. Formal assessment procedures have improved since the previous inspection and accurate academic as well as emotional and social assessment takes place when pupils arrive at the primary and secondary units. Progress

is then monitored over time but the staff are not using this information well enough to improve learning. In the hospital school, teachers are reliant on assessment information from learners' schools but this is not always readily available. Their own assessment procedures help them ensure work is matched to pupils' capabilities.

Teachers have a calm and purposeful approach and manage pupils well, including those with social, emotional and behavioural needs. Lessons are well planned and good working relationships underpin the positive learning atmosphere in lessons. In a primary lesson at the hospital school, pupils were actively involved in a scientific investigation into plant growth. In the primary and secondary units there is effective use of questioning to help learners improve their speaking and listening skills. This was particularly effective in a mixed secondary-age group lesson looking at moral and ethical issues in medicine. The quality and consistency of the marking of work in the secondary unit is inconsistent; comments are not always provided to advise learners what they have to do to improve the quality of their work. Though there are sufficient information and communication technology (ICT) resources, older learners are not always provided with enough opportunities to use these in their work.

Curriculum and other activities

Grade: 2

The curriculum is good overall. In the primary unit there is a well-planned focus on literacy and numeracy as well as other National Curriculum subjects. This helps ease pupils' reintegration into mainstream schools or other specialist mainstream provision. In the secondary unit the curriculum for learners in Years 8 and 9 is less well focused. In Years 10 and 11, learners benefit from the alternative curriculum programme managed by the Service. This enables them, as well as other individual learners in mainstream schools, to follow a range of accredited and vocational courses at college as well as opportunities to attend the Harrow Skills Centre. As a result, many re-discover their motivation and interest and continue in education when they leave at the end of Year 11. Throughout the Service there is a good focus on key skills and in the secondary unit there is a strong focus on personal, social and health education. A particular strength is the enrichment of the curriculum in the hospital school where numerous outside visitors broaden and enliven learning opportunities throughout the year. However, ICT is not used sufficiently.

Care, guidance and support

Grade: 1

The Service provides a very safe and supportive environment and is highly committed to promoting their health and safety. There are very clear arrangements for safeguarding pupils, including clear protocols and arrangements for individual home tuition as well as vetting procedures for all adults who work with learners. Excellent quality guidance and support, including the use of individual education plans, enables learners to make progress towards the targets set for them. When learners are reintegrated into mainstream education, the Service provides extra help to ensure smooth transition. A pupil in the secondary unit commented, "It's good here, they

give you a chance to sort yourself out." Parents also value the support and guidance they are offered by the Service. Mainstream schools in the borough who have paid for teachers working for the Inclusion Team are very appreciative of their work with and support for their learners. Outstanding working relationships with outside specialist agencies, including National Health Service professionals, enhance the quality of care, guidance and support for learners.

Leadership and management

Grade: 2

Leadership and management are good. There is a clear focus on promoting learners' achievement and their personal development and well-being. There is a common purpose amongst all staff; the inclusion and reintegration of all being central to the Service's vision. As a result, this enables pupils to return successfully to mainstream education. Those with medical needs, some serious, successfully continue with their education whilst in hospital. Parents are involved in their children's education. The Service's self-evaluation and development planning is well focused and purposeful and has led to many changes and on-going improvements since the previous inspection. The management committee acts as a focused critical friend of the service. Based on its track record, the Service offers good value for money and has good capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Pupils

You may remember that I visited the primary and secondary units and the hospital school. It wasn't possible to visit any of you at your individual home-tuition sessions but I am told you do well as a result of your teachers' work and the help they give you. Some of you chatted with me and told me about your views of the Service as well as your work. Thank you very much for your co-operation and for making me feel welcome. At the end of my visit I prepared a list of things that Harrow Tuition Service does well for you and another list of things it could do better. You benefit from a good education while you attend the Service.

The things that are done well for you:

- Staff make sure you are safe and well cared for – they have your best interests at heart and know you well
- You are taught well and make good progress
- In the secondary unit, you are given many opportunities to follow interesting courses and improve your basic skills
- Most of you enjoy your education and many of you apply to college when you leave the secondary unit in order to gain more qualifications
- Staff make great efforts to make sure that those of you who return to normal schools still receive extra support
- At the hospital school many outside visitors make your learning more interesting

There are a few things that could be done better:

- In the secondary unit, teachers need to provide more opportunities for you work on your own and to use computers
- In the secondary unit, when teachers mark your work it would be helpful if they provided more comments that told you what you need to do to improve

Once again, thanks for your help and all the best for your future plans.

Regards

James Bowden

Lead Inspector