



Tremona Road Hospital And Home

Inspection Report

Unique Reference Number 134529
LEA Southampton LEA
Inspection number 282600
Inspection dates 25 January 2006 to 25 January 2006
Reporting inspector William Geoffrey Robson AI

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

Type of school	Pupil referral unit	School address	Education Service
School category	Pupil referral unit		Southampton General Hospital
Age range of pupils	5 to 16		119 Tremona Road, Southampton SO16 6HU
Gender of pupils	Mixed	Telephone number	02380796667
Number on roll	52	Fax number	02380798483
Appropriate authority	The governing body	Chair of governors	Ms Ann Dyton
Date of previous inspection	Not applicable	Headteacher	Mr Peter Smith

Age group 5 to 16	Inspection dates 25 January 2006 - 25 January 2006	Inspection number 282600
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one additional inspector.

Description of the school

Tremona Road Pupil Referral Unit provides for pupils aged 4-16 with medical needs in three main settings. In Bursledon House, all pupils are referred to the unit by clinical consultants. Some pupils require psychiatric assessment and others rehabilitation. Most begin attending as in-patients but usually transfer quickly to day patient status, with an average length of stay of between two and three weeks. They are taught in separate primary and secondary classrooms. The unit also provides hospital tuition in the paediatric oncology ward, the haemodialysis unit and acute wards. Pupils are taught either in small groups or individually at the bedside. The third form of provision is for pupils, mainly from secondary schools, with a range of medical needs. Some are highly anxious or have complex behavioural difficulties. They receive individual home tuition or are taught in small groups in a variety of venues such as public libraries or Seagarth House, half a mile from the hospital. The unit aims to help these pupils to return to mainstream schools but many continue with this provision for a year or more. During the inspection there were 52 pupils on roll, with equal numbers of boys and girls. Nearly all are from white British backgrounds. Four pupils have statements of Special Educational Needs and four are in local authority care.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The unit rightly judges itself to be satisfactory. By working very closely with the health service and other support agencies, staff quickly establish excellent relationships with pupils, enabling them to grow in confidence and come to terms with their difficulties. Pupils enjoy and achieve well in lessons. They make satisfactory progress over time, so that they can keep up with some of the work that they are missing while not in school. However, links with some secondary schools in particular are unsatisfactory. As a result, some pupils supported for a longer period by the home tuition service do not achieve as well as they should. All pupils would benefit from consistent procedures for assessing their work, so that they know how well they are doing. Since the hospital and home tuition service registered as a pupil referral unit in 2004 it has not received sufficient attention from the management committee which it has shared with another unit. Despite this, the head teacher has managed significant developments well, to ensure that statutory requirements are met. In particular, the curriculum has been improved to meet pupils' needs and interests better. Support from the local authority is now improving. The unit therefore has satisfactory capacity to make further improvements. However, criteria for evaluating the effectiveness of the unit's work have not yet been established. In particular, closer monitoring is needed of how well pupils are achieving. The unit is an expensive resource, but by sharing accommodation and resources with the health authority it provides satisfactory value for money.

What the school should do to improve further

* Ensure that the management committee identifies clear criteria for evaluating the work of the unit in order to provide more support and challenge for the head teacher* Establish consistent procedures for assessing pupils' work and monitoring how well they are achieving* Improve links with some schools to ensure that joint responsibility for pupils' achievement is maintained

Achievement and standards

Grade: 3

Pupils enter the unit with a wide range of attainment. Overall, standards are below those expected of their age because of the difficulties that they have experienced, related to their medical needs. This is especially true of older pupils with complex social, emotional and behavioural difficulties whose education has been disrupted because of a history of poor attendance. Even higher attaining pupils often appear to reach only average standards because of the trauma experienced during their illness. During their time in the unit, pupils' achieve well in lessons. The time available for hospital tuition is limited by the need for medical treatment and assessment. Similarly, those who are taught by the home tuition service often receive the minimum five hours education. Overall, pupils make satisfactory progress over time and keep in touch with the work that they would otherwise be doing at school. This includes pupils with special educational needs, although their progress is not reviewed regularly enough, and

looked after children. Pupils do not take any examinations in the unit because most stay for only a short time before returning to their mainstream schools. However, some mainstream secondary schools do not maintain sufficient contact with a few pupils who are supported long-term by the home tuition service. These pupils do not achieve as well as they could because they do not complete enough work to gain a qualification by the end of Year 11.

Personal development and well-being

Grade: 2

Pupils' personal development is good. The unit rightly emphasises the importance of pupils' emotional needs. An emotional literacy course forms the basis of the unit's personal and social education programme. It helps pupils to come to terms with the shock and stress that many have experienced through sudden illness, disability or social and emotional difficulties. Pupils often become much more confident as a result and clearly enjoy lessons. For example, a Year 11 boy explained how he had been unable to work with other pupils when he was in mainstream school. He was surprised at how easy he now finds it to contribute to group discussions and talk to teachers. Several parents of children in the oncology ward expressed thanks for the way teaching staff boosted their children's self-esteem during the course of their medical treatment. Pupils feel safe and show consideration for others. Behaviour in all areas of the unit is excellent. These are all signs of pupils' good spiritual, moral and social development. Those who attend the unit for a longer period also develop well culturally, enjoying visits to art galleries, places of worship and the local theatre. Attendance is satisfactory, although some pupils with complex social, emotional and behaviour difficulties still have difficulties in attending regularly. Pupils who are well enough enjoy opportunities for developing a healthy lifestyle by taking part in planned physical activities twice a week. Some overweight pupils willingly follow special diets while attending the unit. The nature of their needs makes it difficult for some pupils to contribute to the community, but some participate in fund raising and volunteer to help in the hospital. The development of skills for future economic well-being is satisfactory. They make satisfactory progress with literacy, numeracy and ICT skills and longer-term pupils in Years 10 and 11 become more aware of career opportunities.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Teachers make good use of the information that they receive about pupils from mainstream schools, parents and medical staff. Alongside their own assessment of pupils' needs, this enables them to pitch work at the right level. They develop pupils' confidence as a result and provide sufficiently challenging work to enable them to learn and achieve well in lessons. Teachers quickly establish excellent relationships with pupils so that even those who have recently experienced the trauma of serious illness enjoy lessons and want to

learn. They provide a good mix of individual and group tuition whenever possible, to keep pupils interested in their work. Teachers involve teaching assistants fully in their planning so that all staff work together effectively in lessons. However, the marking of pupils' work is inconsistent and does not help pupils to understand how well they are doing. When pupils attend the unit for longer than a few weeks, for example for home tuition, their progress is not monitored closely enough to ensure that they are achieving as well as they might.

Curriculum and other activities

Grade: 3

The unit provides a satisfactory range of subjects and opportunities for pupils. Pupils naturally experience a restricted curriculum as those in the hospital lose teaching time to undergo medical assessments and treatment. The emphasis is rightly on English, mathematics and science. Pupils also have good opportunities to develop their ICT skills. Good links with most primary and some secondary schools enable teachers to provide suitable, personalised work for pupils. However, curricular links with some secondary schools are unsatisfactory, despite the best efforts of staff in the unit. This affects the continuity of some pupils' work, even though teachers in the unit supply alternative resources. Pupils who remain in the unit for home tuition for more than a few weeks are particularly disadvantaged when these links break down. For example, the unit is dependent on mainstream schools entering pupils for examinations and if this does not happen, no alternative accreditation is offered in the unit. The curriculum provides good opportunities for personal and social development by enabling pupils to work in groups during afternoon lessons, studying themes that interest all ages and provoke lively discussion. These lessons often focus on emotional development and are effective in helping pupils to understand their feelings and emotions. Some pupils with individual home tuition again miss these opportunities, although the unit is investigating ways of encouraging more of these pupils to work in groups.

Care, guidance and support

Grade: 3

The unit evaluates its quality of care, guidance and support as good. Inspection evidence shows that it is satisfactory overall, although there are very good features. The unit has very good working relationships with a range of external agencies and pupils benefit from the close proximity of teaching rooms and medical resources. Information about pupils' needs is quickly shared between different agencies, so that teachers can plan efficiently to support them. Parents are very appreciative of the way teachers consult them to obtain further information about their children. Staff are well aware of child protection procedures. Teachers and teaching assistants forge excellent relationships with children so that they quickly feel secure and more confident during a stressful time in their lives. However, the unit does not monitor the progress of its long-term pupils closely enough. Many are taught by the home tuition service for a year or more before eventually returning to mainstream school. Teachers set targets for these pupils but they vary in quality. Too many are unclear and cannot be

used to measure progress. Similarly, teachers do not refer enough to individual education plans for pupils with special educational needs or review their progress regularly. The unit provides career advice for Year 10 and 11 pupils but links with the Connexions service are barely adequate as some wait a long time before seeing an adviser.

Leadership and management

Grade: 3

Leadership and management of the unit are satisfactory. Since its registration as a pupil referral unit two years ago, the head teacher has established clear procedures to enable the different sections of the unit to run smoothly. In particular, he has established close working links with the health service and other support agencies, although links with some schools are unsatisfactory. Staff share a common sense of purpose and are committed to supporting pupils who are experiencing severe difficulties as effectively as possible. However, some teachers are not given clear enough roles or responsibilities to match remuneration. Self-evaluation is satisfactory, with support from local authority inspectors. As a result of monitoring, effective steps were recently taken to improve staff development opportunities for teachers and improve teaching and learning. The curriculum has also been developed to meet pupils' needs better. Good consultation with parents and carers has led to agreement over the times when parents can support their children in lessons on the oncology ward. However, there is a need to establish clear criteria for evaluating the success of the unit's provision. Data to evaluate pupils' achievement and rates of reintegration to mainstream schools each year is not collected or analysed. The management committee has been ineffective until recently in supporting or challenging the head teacher. A new committee is now being established with clear terms of reference and support from the local authority has clearly improved. As a result, the unit has satisfactory capacity to improve.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	1	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?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	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

I very much enjoyed inspecting your school. It is a good place to learn, even though those of you who are in hospital would, I am sure, rather be at home. Many of you told me how you get on very well with the teachers and staff and how they make you feel more confident. You enjoy learning and feel safe. This letter is to let you know what your school does well and how those of you who are there longer than others can make it an even better place to learn. Of course, you can also ask your teachers to show you the full report.

The main strengths of the school are that: * Teachers help those of you who are going through a difficult time in your life to become more confident and enjoy learning. * The school helps most of you to keep in touch with the work that you would be doing in your normal school. * Teachers work very well with doctors and nurses in the hospital to help you as much as possible.

To make your school even better I have asked staff to improve three main things: * Mark and assess your work better so that you know exactly how well you are doing. You can help teachers to do this by asking them to explain how you can improve your work if you aren't sure. * Work out exactly how well the school is doing so that it can do even better. * Make sure that your normal schools keep in touch with you and your work as well as they possibly can. The teachers know what needs to be done and will make plans to do it.