



# Evelina Hospital School

## Inspection Report

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**Unique Reference Number** 100875  
**Local Authority** Southwark  
**Inspection number** 285906  
**Inspection date** 12 January 2007  
**Reporting inspector** James Bowden

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

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<b>Type of school</b>	Special	<b>School address</b>	Evelina Children's Hospital School Level 3 Beach, Lambeth Palace Road London SE1 7EH
<b>School category</b>	Community special	<b>Telephone number</b>	02071882267
<b>Age range of pupils</b>	2-19	<b>Fax number</b>	02071882265
<b>Gender of pupils</b>	Mixed	<b>Chair</b>	Ma Dawn Hill
<b>Number on roll (school)</b>	54	<b>Headteacher</b>	Ms Manuela Beste
<b>Appropriate authority</b>	The governing body		
<b>Date of previous school inspection</b>	21 May 2001		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Since November 2005, Evelina Hospital School has operated on two sites. The main site is located on the third floor atrium of the Evelina Children's Hospital, an annex of St Thomas' Hospital, which is part of the Guy's and St Thomas Hospital NHS Foundation Trust in Lambeth. The school also provides education at the Snowsfields Adolescent Psychiatric Unit at Guy's Hospital in Southwark, which is managed by the South London and Maudsley NHS Foundation Trust.

At the main site, the hospital school has its own distinct area with a boundary wall and is quite separate from the hospital wards. It provides for paediatric patients who are taught in early years, primary and secondary classrooms and dialysis day patients who are taught on the haemodialysis ward. Siblings may be taught as well. A classroom at the unit provides for both inpatients and day patients. The school is unable to predefine the length of stay at either site. A limited amount of home tuition for medical needs learners is provided as an additional and separate arrangement with Southwark local authority.

Patients come from all socio-economic backgrounds, different ethnic groups and from an extremely large geographical area. There is a high turnover, some 600 patients being provided for last year. The length of stay varies widely and is affected by treatment regimes, mental health needs and, sometimes, incapacitation through serious illness. Young people at the unit have a range of mental health problems and very often their education has been disrupted. They tend to stay for longer periods of time than those at the main site hospital school. As with those supported through home tuition, the focus is on reintegration into mainstream school or other specialist education provision. Currently, two patients are aged under three, nine at the unit are aged over sixteen and eleven have a statement of special educational need.

The head teacher has been in post for just over one week.

Throughout this report the term 'pupil-patient' refers to attending the main site hospital school and the term 'young people' refers to those at the unit.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Evelina Hospital School provides very well for its pupil-patients and young people. It meets fully its core aim of enabling pupil-patients and young people to continue their education whilst in hospital and also successfully provides for some who need one-to-one home tuition. A parent wrote, 'I am extremely happy with home tuition. The teacher is very intuitive to my child's needs and incorporates likes and interests well into lessons and outings.' The school has significant strengths. The personal development and well being of pupil-patients and young people are excellent. They feel safe and enjoy their education and the opportunities to work with their peers. A young person commented, 'The education is tailored to personal needs so we are working towards something.' Care, guidance and support are outstanding. The school is effective in supporting each pupil-patient and young person in very specific ways, meeting effectively their learning, personal and medical needs. Very close links with the 'home' schools of pupil-patients on the haemodialysis ward contribute strongly to their good progress. The school also has excellent links and partnerships with medical staff and external agencies as well as having its own strong support systems for pupil-patients, young people and their parents. Professional colleagues speak highly of the quality of the school's provision and the benefits it provides.

Standards on entry vary widely. There are some pupil-patients with profound and multiple learning difficulties (PMLD), young people who have missed much of their education as a result of mental health concerns and others who are capable of successfully achieving good grades at GCSE or Advanced level. All longer-stay pupil-patients, including those in the Foundation Stage, the few under the age of three, and young people make good progress towards the targets set for them in their personal learning plans. Those attending the unit are successfully reintegrated into either mainstream school or other specialist provision.

The quality of teaching and learning is good. Teachers are sensitive to the needs of pupil-patients and young people. They quickly put at ease those who arrive for their first ever lesson at the school and, through baseline assessment, establish their capabilities. This then enables them to plan their work effectively for both short-term and longer stay pupil-patients and young people. Teachers use information and communication technology (ICT) well to support learning but do not formally assess longer-stay pupil-patients competencies on its use. A good quality curriculum contributes well to the overall progress made. This includes academic work as well as citizenship, personal, social and health education and, at the unit, therapeutic activities.

Leadership is well aware of strengths and weaknesses as a result of well embedded monitoring and evaluation of provision. The school's self-evaluation is accurate. There is a tendency to focus on provision rather than outcomes in terms of the progress pupil-patients and young people make, particularly in terms of their personal development. Nevertheless, inspectors agree with the school's judgements and the areas it has identified for improvement. Issues regarding the quality of accommodation have been recognised, including the need to improve the poor acoustics that affect

the quality of learning. The governing body works well as a critical and supportive friend of the school.

In light of the school's track record in its work with pupil-patients and young people, the improvements in areas identified at the previous inspection, the clear direction set by the leadership team and the 'fresh' focus provided by the very recently appointed head teacher the school has good capacity to improve further.

Effectiveness and efficiency of the sixth form

Although a number of pupil-patients and young people of 17 and 18 attend the hospital school and the unit, there is no distinct sixth form at either site.

### **What the school should do to improve further**

- Manage and improve the learning environment at the hospital school to ensure fewer distractions for learning.
- Assess longer-stay pupil-patients' competencies in ICT in order to accelerate their progress and skills.

## **Achievement and standards**

### **Grade: 2**

Standards are average. Standards on entry to the hospital school vary widely. Standards on entry at the unit are generally below what is expected for young people's ages as a result of them missing much schooling. All are assessed on entry at the school and the unit as there is often little information immediately available from the 'home' schools. Some pupil-patients may only stay for a short time but the school provides reports on those who stay for three weeks or more. All longer-stay pupil-patients, those who receive home tuition and young people at the unit make good progress in relation the targets set for them in their personal education plans. Those with learning difficulties and disabilities also make good progress. Some are also enabled to achieve success in public examinations at the school and unit.

## **Personal development and well-being**

### **Grade: 1**

The hospital school and the unit have a significant impact on raising pupil-patients and young people's self-esteem and in contributing to their recovery programmes. Their spiritual, moral and social development is excellent. At the hospital school, for example, staff and pupil-patients celebrated a harvest lunch after their work on religious celebrations. Behaviour is outstanding, as is attendance. Pupil-patients relish the opportunity to attend the hospital school and clearly enjoy their education. A young person at the unit commented, 'Drama feels like a safe place to express yourself.' Given the constraints in relation to pupil-patients and young people's medical concerns, they adopt healthy lifestyles. At the unit, for example, they take part in organised physical activities and, if not, many opt to go for walks. Healthy eating is a feature of their diet whilst at the hospital school or the unit. Young people take an active part

in weekly group meetings at the unit and their views and concerns are listened to. Longer-term stay pupil-patients and young people develop the key skills that contribute very effectively to their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers quickly establish good relationships with pupil-patients and young people. This creates a positive atmosphere in which learning can flourish. Teachers plan well for individualised learning and, when appropriate, adopt a flexible approach to ensure pupil-patients are quickly engaged. In the unit, the atmosphere is supportive, which enables good progress in learning and personal development. On the haemodialysis ward the calm and sensitive approach of teachers and teaching assistants (TAs) enables pupil-patients to keep up with their school work and, in many cases, improve the quality of their work quicker because of the one-to-one support they receive. TAs are deployed effectively to support learning. A pupil-patient with PMLD and visual impairment, for example, was making good sensory progress as a result of the TA's guitar and piano playing. The TA also carefully assessed the progress being made. Although ICT is used effectively to support teaching and learning, longer-stay pupil-patients' competencies in ICT skills are not being formally assessed.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum meets the individual needs of pupil-patients and young people, which supports their academic and personal development well. As a result, those who receive home tuition and young people at the unit are enabled to reintegrate in to mainstream school or other specialist provision. However, at the unit, leadership has recognised the need for more structure in the delivery of English and further opportunities for short accredited courses. Close working relationships between the teacher in-charge of the haemodialysis ward and 'home' schools ensures curriculum continuity for pupil-patients during their stay. Pupil-patients in the Foundation Stage, primary and secondary classrooms follow an appropriate curriculum tailored to their needs. Across both sites and in home tuition the curriculum is enriched further by a personal, social and health education programme, opportunities to go on visits, as well as a programme of visiting workshops and activities. On the day of the inspection, for example, the London Symphony Orchestra provided a music workshop for young people at the unit. ICT is used effectively to deliver the curriculum but this is affected by constraints beyond the control of the school.

## Care, guidance and support

### Grade: 1

The school provides an excellent caring and supportive environment where pupil-patients and young people are safe, develop their personal qualities and make good progress towards the targets set for them. This gives them, and their parents, a positive experience of education during their stay in hospital. A parent wrote, 'The staff are amazing in their professionalism and the way they care and support the children, and also the parents.' High quality links have been established with a range of outside specialist agencies to enhance further the quality of care, guidance and support. Provision for ensuring health and safety is strong. Child protection and risk assessment procedures are securely in place and staff are aware of their responsibilities.

Though the responsibility for provision of assessment data is that of the 'home' school, this is not always forthcoming. When pupil-patients and young people arrive they are assessed academically and, at the unit, for their developmental needs. This ensures that the hospital's provision matches fully their needs. Longer-stay pupil-patients and young people are provided with personal learning plans, which are reviewed regularly. All receive an assessment report after three weeks. Older pupil-patients and young people benefit from very good quality advice in helping them to decide the next stage of their education.

## Leadership and management

### Grade: 2

Leaders and managers have a clear focus on improving the quality of provision for pupil-patients and young people. There are well-established procedures and routines for monitoring and evaluation of the work of the school across all phases. Though teaching and learning is regularly monitored throughout the year, the evaluation of the quality of this could be sharper. Self-evaluation is also well established and generally accurate. Areas identified for improvement are appropriate and the new head teacher already has a view of areas she wants to develop. Leaders and managers have recognised the difficulties inherent in the new accommodation at the hospital school, particularly as regards the poor quality acoustics in the atrium area, which can disrupt learning. There is a strong ethos of fairness and equality of opportunity in which every pupil-patient and young person really matters. This ensures good progress is made by all. The budget is well managed and outcomes represent good value for money. The governing body acts effectively as a critical and supportive friend.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

You may remember that a colleague and I visited you for a day recently. I saw some of you working in lessons at the hospital school and my colleague saw you in lessons and other activities at the unit. A group of you wrote down your opinions on the education provided for you. Thank you very much for making us feel welcome. You all receive a good quality education, which you enjoy. Your behaviour is excellent and you value the support you are given. I have prepared a list of what is good about your education and another with a couple of things that could be better.

The things that are done well for you:

- The new head teacher and her staff make sure you are safe and very well cared for.
- They make sure you are able to continue with your education during your time in hospital and the quality of your personal development is outstanding.
- They have your best interests at heart and make every effort to make sure you will be able to do well in the future.
- Good quality teaching enables all of you to make good progress.
- The curriculum and other activities make your education interesting.
- The headteacher has plans to make things even better for you.

These are a couple of areas where improvements are needed:

- The head teacher and school governors need to work on improving the hospital school building to ensure background noise does not disrupt your learning.
- Staff should assess longer-stay primary and secondary pupil-patients' computer skills to help them make better progress.

Once again, many thanks for your welcome and I would like to wish you all the best for your future.

James Bowden

Lead inspector