

# Wandsworth Hospital and Home Tuition Unit

Inspection report

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<b>Unique Reference Number</b>	108892
<b>Local Authority</b>	Wandsworth
<b>Inspection number</b>	309827
<b>Inspection dates</b>	1–2 November 2007
<b>Reporting inspector</b>	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>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	5–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	25
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Ms Carla Chandler
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	5th Floor Lanesborough Wing St. Georges Hospital Blackshaw Road SW17 0QT
<b>Telephone number</b>	020 8725 3544
<b>Fax number</b>	020 8725 3544

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Wandsworth Hospital and Home Tuition Unit provides education for learners with a wide spectrum of medical needs who require greater support than is readily available in mainstream schools. The unit gives priority to those with long-term or recurring needs but also provides short-term interventions for learners, some of whom may only attend as part of pre-operation, post-operation time or for an assessment period. Typically, the unit provides for upwards of 450 learners in any given year, turnover being high. It operates on two sites and has five distinct areas of provision:

- At St George's Hospital, classroom and ward teaching for in-patients, a Home Tuition Service (HTS) to support learners with medical needs who are unable to attend mainstream school and the School Phobic Unit (SPU) to provide support for a small number of vulnerable learners in Years 7 to 9 within the borough.
- At Springfield University Hospital full-time education is provided for residential in-patients at the National Adolescent Eating Disorders Unit (Wisteria) and the Regional CAMHS Adolescent Resource Centre (ARC) for learners with a range of serious mental illnesses.

Learners come from a wide range of socio-economic and ethnic backgrounds, and are drawn from across the country as well as from the local area, depending on medical conditions. Currently there are no full-time learners with a statement of special educational need though some have social, emotional and behavioural difficulties as well as other complex needs. Wherever possible, learners remain on their mainstream school rolls but those who remain longer are registered both with the hospital and their home school.

Although a few learners over the age of 16 attend ARC and Wisteria, there is no distinct sixth form provision in the unit.

The unit has not been inspected before.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The unit provides very effectively for all its learners. It enables them to access as much education as their medical conditions allow, helps them keep up with their studies and sit examinations and supports reintegration into mainstream school.

The unit has significant strengths. It works closely with parents who are very appreciative of the support provided. One parent commented, 'Thank you all so much, my son will remember his time with you for a very long time.' Its integral role in the multi agency approach to support learners has created excellent partnerships, which promote learners' well-being. Their personal development, including the spiritual, moral, social and cultural aspects, is outstanding. Learners enjoy their education and value greatly the opportunities offered by the unit, one commenting, 'I like learning again!' They appreciate the fact that their views are listened to and acted upon as a result of their participation in the Children and Young People's Council at St. George's and the Student Voice at ARC. The unit provides high quality pastoral and academic care, guidance and support for learners and is highly successful in supporting each individual in very specific ways. All, including the most vulnerable, are extremely well looked after in a safe, healthy and caring environment. The dedication, enthusiasm and commitment of staff in working with learners underpin this aspect of the unit's provision.

Learner's achievement is good. Though standards overall are broadly average, they vary for many long-stay and regular readmission learners. Some are underachieving because of their medical conditions and, in some instances, school absence caused by these. However, the quality of education and support provided by the unit enables learners to make good progress and some, particularly in Wisteria and ARC, achieve particularly well at GCSE in terms of the number of A\* and A-grade passes attained.

Teaching and learning are good and as a result, learners make good progress. For long-stay and regular readmission learners teachers plan their lessons very well to ensure that the work is suitably pitched to challenge all. A learner commented, 'Teachers make sure our learning needs are met.' Good quality information and communication technology (ICT) resources are used well both in the classroom and in bedside teaching to enliven learning and improve learner's capabilities in their use. However, there is insufficient use of supportive comments in marking to promote learners' self-esteem and motivation even more. The curriculum is good because it meets the needs of all learners well in providing continuity with mainstream and enabling reintegration where appropriate. A wide range of enrichment activities both on-site and off-site supports learners' personal development very well.

Leadership and management are good. The headteacher and her staff have been instrumental in developing a strong ethos for learning and achievement and the provision of high quality integrated care and education. There is robust monitoring and evaluation of teaching and learning to ensure the focus on improving standards and achievement is at the forefront of the unit's work. However, though overall monitoring of learners' progress is effective, there is insufficient monitoring and evaluation of progress made by learners in the key skills of literacy, numeracy and ICT across the unit. As a result, target setting in this respect is not as robust as it could be. Ongoing and effective self-evaluation has enabled the unit to clearly identify what developments are necessary to improve further. The management committee is effective as a supportive and critical friend of the unit. The very effective leadership of the headteacher and

developments in provision since her appointment, together with the unit's improving track record of academic success and reintegration show there is good capacity to improve.

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

- Sharpen the use of monitoring and evaluation of progress made by learners in literacy, numeracy and ICT.
- Refine the use of written comments on learners' work in order to contribute more effectively to raising their self-esteem.

## **Achievement and standards**

### **Grade: 2**

Standards on entry for long-stay and regular readmission learners vary but all make good progress towards the targets set for them in their personal education plans. Some achieve particularly well in GCSE examinations as well as other accredited courses. Learners supported by the HTS are successfully reintegrated into mainstream school. Many of those in the SPU quickly rediscover their appetite for learning and since the programme started in January this year, 70% have been successfully reintegrated into mainstream school.

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

### **Grade: 1**

Behaviour is excellent in lessons and the very strong working relationships between learners and the adults they work with contribute significantly to the good progress made. Attendance is good overall. It is better for residential in-patients than for some on the HTS programme. The confidence and self-esteem of learners improves considerably and the great majority are very appreciative of the education they receive. Those at ARC and Wisteria, for example, have produced very helpful magazines for new patients. Learners appreciate the need to eat healthily and are working very enthusiastically with hospital staff at St George's to improve the choice of foods in this respect. Those at ARC and Wisteria regularly take part in planned physical activities throughout the week, which they enjoy very much. Long-stay and readmission learners develop very good skills that contribute effectively to their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Planning for long-stay, readmission learners and those on the SPU and HTS programme is very effective because teachers know their needs very well. For other learners, some of whom they have never met until the start of the lesson and some of who may only be there for one day, teachers quickly establish good relationships. In a morning lesson at St George's, learners settled quickly and became fully involved in a discussion about zoos. Because of medical needs, some learners have to miss some lessons but teachers cope with this very well, their adaptability and flexibility ensuring continued good progress. Teaching assistants are deployed very effectively to support learning. Though there is some good quality marking, written comments are not used effectively enough to develop further learners' self-esteem and motivation. Nevertheless, teacher's records show they carefully monitor the progress learners make as well as the quality of the lessons taught.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good because it meets the needs of all learners well, reflecting what is found in mainstream schools, whilst at the same time offering a wide range of enrichment activities. Visits to museums and art galleries are much appreciated by learners. As a result, learners are prepared well for their return or reintegration to mainstream school, to sit examinations at the unit and move on to the next stage of their education. Constraints in accommodation, however, restrict the overall breadth in terms of practical activities that can be offered on site. Learners' personal development is supported well through provision of personal, social and health education and a focus on citizenship.

## **Care, guidance and support**

### **Grade: 1**

The unit provides an excellent supportive and caring environment where learners can flourish and make good progress towards the targets set for them. All learners, including those with serious medical conditions, special educational needs and the most vulnerable, are really well supported. Learners' personal development is closely tracked in terms of their readiness for reintegration to mainstream education to ensure a successful end result. Very good advice is provided for long-stay and readmission high attainers to ensure they take an appropriate number of examinations and achieve the success they are capable of, thus enabling them to make successful transition to the next stage of their education.

## **Leadership and management**

### **Grade: 2**

The headteacher and her staff have a clear focus on improving achievement and raising standards. There is a whole school commitment to ensure that every learner really matters and that every individual makes the best use of their time and effort whilst attending the unit. As a result, all learners make good progress. Self-evaluation and improvement planning is robust and areas identified for improvement are very appropriate. However, there is currently, insufficiently focused monitoring and setting of targets in relation to learners' improvement in the key skills of literacy, numeracy and ICT.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

### The quality of provision

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



## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

12 November 2007

Dear Pupils

Inspection of Wandsworth Hospital and Home Tuition Unit,,SW17 0QT

I recently spent two days at the unit and visited some of you in lessons. I also chatted to a small group of you at ARC and was able to see the feedback comments many of you make about the work of the unit. Thank you all for being so friendly and making me feel welcome. I was impressed with your honesty and openness when explaining your views. You receive a good quality education at the unit. This is because:

- your headteacher leads and manages the unit very well
- the staff make sure you are able to continue your education whilst in hospital or at home and the quality of your personal development is outstanding
- they have your best interests at heart and make every effort to ensure you will be able to do well in the future
- you appreciate how teachers help you to learn and the effort they make to ensure you will do well in the future
- the curriculum and other activities make your education interesting
- all adults who work with you make sure you are safe and really well cared for
- the headteacher has plans to make things even better for you.

To make things even better the unit should:

- assess how well you learn in literacy, numeracy and ICT in lessons in order to improve the tracking of the progress you make
- make sure teachers' written comments on your work give you due praise and encouragement for the effort you put in.

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

James Bowden

Lead Inspector