

Education in Hospital 2 (BRI)

Inspection report

Unique Reference Number	133752
Local Authority	Bradford
Inspection number	316215
Inspection date	9 January 2008
Reporting inspector	Kath Halifax

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

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	3-16
Gender of pupils	Mixed
Number on roll	
School	26
Appropriate authority	The local authority
Headteacher	Mrs Marian Thomas
Date of previous school inspection	Not previously inspected
School address	c/o Lister Lane School Lister Lane Bradford West Yorkshire BD2 4LL
Telephone number	01274 382319
Fax number	01274 382319

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The unit caters for pupils from Reception age to Year 11. All are in-patients at the hospital in one of three children's wards. In addition to the City of Bradford, pupils come from Leeds and Calderdale. The range of ability of pupils varies considerably and includes some with statements of special educational need. The number of pupils varies each day. Around 95% are in hospital for less than a week, some as little as one day. Of the remainder, about half stay for much longer and the others are regularly readmitted. The unit includes special provision for pupils with the blood disorder Thalassaemia. No children of Foundation Stage age were present on the day of the inspection. The unit is managed by the Head of Service and has two full-time teachers.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Parents, pupils, health staff and other professionals think highly of this good unit. Through the outstanding care, support and guidance it provides it enables pupils to make excellent progress in their personal development. It helps them to cope extremely well with the trauma of admission to hospital and to overcome the restrictions illness places on their education. This is especially evident in the exceptional provision for pupils with Thalassaemia. Staff very successfully help these pupils and families come to terms with a life changing condition and to maintain continuity in their learning. Furthermore, assessment on admission to school has identified a number of pupils who have been out of the education system for long periods, for example, those who has been in the country over two years, but have not been to school. On discharge from the unit, these pupils are referred to the appropriate authority thus facilitating education.

While the standards pupils achieve are, overall, below those expected nationally because of medical conditions, achievement is good. Effective links with pupils' home schools enable them to continue with their studies and not fall behind. Teachers work hard to match individual programmes to those done in the home school. Much of the teaching, however, is individual and takes place on the ward because the schoolroom is too small. This is time consuming. In addition, limited resources for information and communication technology (ICT) means pupils are often waiting for a computer and a shortage of laptop computers means pupils who are bed bound are not able to use the technology to support learning. These factors mean the curriculum is only satisfactory. Nevertheless, good teaching, including challenging activities and 'homework' in the form of personal education packages enable pupils to learn and achieve well. Teachers have taken part in a wide range of professional development to enable them to teach different subjects, ages and abilities. This they do well, but recognise their skills are restricted when working with pupils with the most profound and complex needs.

Leadership and management are good and are helping the unit to improve and provide good value for money. Their evaluation of school effectiveness is generally accurate, but modest in its judgement of the care and support they provide, and of its effect on pupils' personal development. Where home schools are slow to respond, a number of initiatives have been put into place. Improvement since the last inspection is satisfactory. While most of the key issues have been remedied, the provision continues to be affected by the inadequate accommodation. Staff are skilled and enthusiastic and have good capacity to improve. Improvements to the accommodation are, however, very much dependent on the Primary Care Trust.

What the school should do to improve further

- Extend teachers' knowledge and understanding of working with pupils with the most profound and complex learning difficulties.
- Improve the resources for ICT.
- Work with the Primary Care Trust to provide suitable accommodation.

Achievement and standards

Grade: 2

It is because of dedicated and conscientious teachers that achievement is good, despite the inadequate accommodation. Equally, pupils endeavour to produce work of a good standard even though most are taught at the bedside. Standards are variable because of the wide age

and ability range and the constantly changing population. Good liaison between the hospital and home schools, however, allows pupils to keep up with their work. Those who are in hospital long term make steady progress. Sometimes, pupils experience setbacks because of discomfort or changes to their medication, but their overall achievement is good enabling most to achieve their predicted grades in national tests, GCSE and A level examinations. Though pupils consolidate their skills in ICT, achievement is not as good as other subjects. This is because of limited space and resources. The progress of pupils with learning difficulties and/or disabilities is good overall, particularly in working towards targets in individual education plans provided by the home school. However, gains in communication for pupils with more profound and complex needs are limited because teachers have little experience of the methods needed.

Personal development and well-being

Grade: 1

As a result of very positive relationships, pupils say they feel safe, able to talk about the concerns their condition pose, and able to face up to what may lie ahead. Long stay and readmitted pupils say how much they enjoy lessons. In addition to taking their mind off their illness and making progress in their work, they make new friends and have the opportunity to work with different age groups. Behaviour is exemplary, despite a great deal of discomfort in many cases. Attendance is excellent, with some pupils queuing at the nurse's station asking to be allowed to go to school early and asking for extra work. Though resources for ICT are limited, pupils use the technology well to keep in touch with their home school and friends, and to contact patients in other hospitals with the same condition. Through working with teachers and nurses, they know what foods and levels of activity are needed for their condition to help them keep safe and healthy. With the skilled help of teachers, those with mental health issues confront their problems producing some very poignant writing.

Quality of provision

Teaching and learning

Grade: 2

Teachers are very skilled at adapting their practice to meet the age and needs of pupils. In almost all cases this is very successful and results in good learning. They have developed their knowledge of different subjects well and are not afraid to ask for advice from specialist teachers when necessary. They are keen to keep up to date and take full advantage of training opportunities. A great strength of teaching is the speed at which trusting relationships are formed, giving pupils the confidence and security to discuss their work and how their condition affects them. Teachers recognise they have a limited knowledge of working with pupils with profound needs. Activities do not allow these pupils to learn through their senses and very little use is made of symbols and signs to aid understanding. An additional teacher has been appointed since the last inspection, while this is theoretically adequate for the number of pupils, it does not take account of individual bedside teaching. Teachers manage this as best they can by giving up their breaks and working extra time to cover all pupils and walk the considerable distance between the three wards.

Curriculum and other activities

Grade: 3

Teachers provide a good curriculum that is matched to pupils' needs and stage of learning. Good links with hospital play leaders ensure topics covered in the school are reinforced through play. Its effectiveness, however, is restricted by the accommodation and resources. Resources are satisfactory, but equipment is not always available when needed because it is on the wards or in the treatment room. Plans are in hand to improve the provision for ICT, but this has been constrained by a lack of funds. As at the time of the last inspection, the accommodation remains inadequate. It does not allow bedridden or wheelchair using pupils to access the schoolroom. Furthermore, it cannot accommodate more than two pupils with drip stands. This is unsatisfactory. It means much of the teaching takes place on the wards and has to be individual rather than group work. Pupils especially enjoy the provision for art, saying it helps them relax and try things they have not done before.

Care, guidance and support

Grade: 1

All adults are very aware of the vulnerability of pupils and ensure that procedures to safeguard pupils' health and well-being, including stringent infection control, are followed meticulously. Experienced as counsellors, staff are readily available to chat about things that cause pupils concern and to support, for instance, those clinically depressed. Teachers recognise structuring pupils' time and promoting psychological well-being form a significant part of physical recovery. Equally, they know the importance of education to child and family when medical conditions are deteriorating or terminal. Parents are fully involved in their child's education in hospital, including those who in the home schools have been classed as hard to reach. Staff speak a range of community languages and are readily available to translate. Parents report the provision of booklets helps them, their child and the home school.

Leadership and management

Grade: 2

The head of service provides good leadership and management. The decision to ensure all pupils are taught from the first day of admission as opposed to the expected third day means little schooling is lost so pupils make better progress and feel better about themselves. Ensuring each home school is aware of pupils' illnesses smoothes not only their return, but contributes to their continued progress and well-being. The appointment of an administrative assistant contributes to the efficient day-to-day running of the unit and has freed up teachers to devote their time fully to pupils. The work of the management committee is good. As professionals, they have a good understanding of the needs of the pupils. They are kept well informed of the unit's successes and areas for development, but recognise they need to do more in measuring its effectiveness on pupils' achievements and personal development.

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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	Yes
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 ¹ reached by learners	4
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	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	3
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?	3
How well are learners cared for, guided and supported?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	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

As some of you know, I spent a day in the schoolroom looking at your work and talking to your teachers. Thank you for helping me and letting me sit in on your lessons, especially those of you who had to stay in bed. These are my findings.

This is a good unit that helps you keep up with your work while you are in hospital. These are some of the areas that are especially successful:

- your teachers go to great lengths to link with your schools to make sure you have suitable work and do not fall behind in your studies
- you enjoy having work to do; you say it takes your mind off your illness
- good teaching and interesting activities help you take pleasure in your work and make good progress
- your teachers work extremely well with the hospital staff and your parents to make sure you are very well cared for and supported
- working with your teachers helps you cope exceptionally well with being in hospital and learning to live with your illnesses.

This is what I have asked your teachers to do to make things even better:

- improve what is offered for those of you with more profound and complex needs
- provide more equipment for ICT.

And working with the Primary Care Trust:

- provide a bigger schoolroom that will allow those of you who have to stay in bed or use wheelchairs to go to lessons with the other pupils.

I wish you well for the future.