

Education in Hospital 1 (Airedale)

Inspection report

Unique Reference Number	133753
Local Authority	Bradford
Inspection number	316216
Inspection date	10 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	6
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	01535 652511
Fax number	0

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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 in the children's ward at the hospital. In addition to the City of Bradford, pupils come from North Yorkshire, South Cumbria and Lancashire. The range of ability of pupils varies considerably and includes some with statements of special educational need. Furthermore, the number of pupils varies each week. 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. No children of Foundation Stage age were present at the time of the inspection. The unit is managed by the Head of Service and has one full-time teacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good unit with outstanding work in the care, support and guidance it provides for its pupils enabling them to make excellent gains in their personal development at a very vulnerable time in their lives. It provides good value for money through successfully reducing the effect of illness on their education, ensuring pupils make as much progress as their medical condition allows. A further strength is in the excellent partnerships with hospital staff, other agencies and schools, especially the local primary school, all of which contribute considerably to pupils' health, well-being and ability to learn.

Despite illness, pupils make good gains academically because of good teaching and a good curriculum. Standards overall, however, are below those expected because of complex and chronic conditions. In addition to contributing to learning, the decision to identify and provide for pupils from the first day of admission gives a feeling of normality and provides distraction for those who are upset by admission to hospital. A considerable strength in teaching is the way staff quickly adapt their approach to the needs of pupils. This works well most of the time, but occasionally, teachers are unsure how to provide for pupils with the most profound and complex needs. The unit is well equipped for most subjects, but not for information and communication technology (ICT). Difficulties in installing wireless links and a shortage of computers mean older pupils do not have the opportunity for electronic learning that would be expected in a unit of this type. Equally, there is no suitable hardware or programmes for pupils with more complex needs.

Good leadership and management have enabled the unit to make good improvement since the last inspection and to have the capacity to continue to do so. Concerned that some schools have been slow to make contact or provide work, a considerable training programme, including an open day, have been provided. In addition, each year, teachers provide tuition for all students on the initial teacher training courses in Bradford. As a consequence of its work, the unit is held in high regard by parents, health workers and schools. Comments, such as, 'doing schoolwork in hospital has helped my child to think about something other than her operations. I feel reassured and comforted she is not getting behind at school as we have so much to worry about with her health. The teacher and doing schoolwork has made her forget her problems and smile,' demonstrate the impact the provision has on pupils and their families.

What the school should do to improve further

- Extend teachers' knowledge and understanding of working with pupils with more profound and complex learning difficulties.
- Improve the resources for ICT.

Achievement and standards

Grade: 2

Standards are below average because many pupils have gaps in their learning through missing school because of illness. They vary considerably because of the wide age and ability range and the constantly changing population. Nevertheless, achievement is good. Good teaching and good liaison between the hospital and most home schools allow pupils to continue with their work and not have to worry about catching up. Pupils of primary school age keep pace with their numeracy, literacy and science. Progress in ICT is not so evident for all age groups because a lack of resources means pupils are not able to use the technology as often as they would in

their home school. Nevertheless, older pupils are enabled to follow GCSE and national awards. Some go on to study A level or follow vocational courses. Good links with special schools and experience in working with pupils with learning difficulties and/or disabilities enable pupils to make good progress towards targets in their individual education plans. Teachers are less confident, however, in using different types of communication such as signs and symbols with pupils with profound and complex needs. As a result, this aspect of their learning is not so well developed.

Personal development and well-being

Grade: 1

Pupils make very good gains in their personal development because of outstanding provision for their spiritual, moral, social and cultural development. Those who stay in hospital even for a short time say teachers work hard to make sure their stay is a positive experience even though having a chronic or long-term illness has affected their plans for the future. Pupils apply themselves extremely well to the tasks they are given and persevere even though they are clearly not well. Attendance is excellent. Pupils do not let illness get in the way of their learning. Examples were seen of pupils requesting to be taught the day following aggressive operations and from those who were in for day surgery. Those newly diagnosed are helped to understand how they can keep safe and healthy with conditions such as diabetes, through working with their teachers through a CD ROM in personal, social and health education. While coming to terms with their own problems, pupils are encouraged to contribute to the hospital community by, for example, fund raising for the soon to be refurbished children's ward.

Quality of provision

Teaching and learning

Grade: 2

Teachers are successful in creating an atmosphere conducive to learning for all age groups. They have a wide subject knowledge enhanced by good links with teachers in mainstream schools. This is evident in the lessons they provide and in pupils' learning. Lessons are planned well to ensure pupils not only complete the work set by their home school, but also gain additional knowledge and skills. Where schools are slow to provide work, teachers will go the extra mile, for example, to get GCSE coursework for Year 10 and 11 pupils who are anxious about what they are missing. Marking is good and helps pupils improve. Work is sent to the home school on pupil discharge. Records kept at the unit show evaluations of pupils are not always sufficiently focused and not linked to National Curriculum levels. This makes tracking the progress of pupils who are regularly readmitted difficult. A number of pupils have profound or complex needs. While they make progress, communication systems and learning styles do not always reflect those pupils are familiar with in their home school.

Curriculum and other activities

Grade: 2

The good curriculum is carefully matched to individual needs and programmes in the home school. Regular contact between teachers at the unit and class teachers ensures progress is maintained. The outdoor play and soft play areas enable teachers to be imaginative in what is provided and to meet the needs of the youngest children and those with learning difficulties and/or disabilities. Education for those with degenerative and terminal illnesses continues as

long as parents and pupils feel able. Links with hospital play leaders are variable. Joint planning has identified classroom topics that can be followed up, but these are not always carried out. Resources are good, but dated computers and the inability to have wireless access affect what can be taught and how the technology is used.

Care, guidance and support

Grade: 1

The extremely strong and very effective working relationship between teaching and health staff is pivotal to pupils' well-being. The daily handover with medical staff enables teachers to pitch the pace and challenge of work at the correct level without causing exhaustion or distress, especially for post-operative pupils. Procedures to protect and safeguard pupils are clear, including the emergency evacuation of those who are bed-bound. Pupils receive very good guidance and sensitive support. For example, in setting realistic goals for pupils whose aspirations have changed following accident or trauma. Direct communication with the local authority for pupils who are looked after is efficient and effective. Summary reports to the home school or home tuition service on pupil discharge ensure continuity in pupils' learning.

Leadership and management

Grade: 2

Pupils make good progress and achieve well because of good leadership and management. The head of service is very experienced in working with pupils with medical conditions and gives them access to a relevant and purposeful education. The continuing efforts to ensure all schools understand the need for effective communication have enabled pupils to carry on with their learning and achieve well in national tests and examinations. In addition, effective links with the home tuition service ensure pupils who are unfit to return to school on discharge continue their studies. Membership of the management committee has widened since the last inspection. The inclusion of serving and retired head and senior teachers alongside paediatricians contributes to the good provision. Self-evaluation is good. Managers know what the unit does well. Its development plan is a useful document, designed to raise achievement further, and focused on the correct priorities, but this is not costed and the evaluation of its success is not sufficiently focused. All the issues identified by the previous report have been addressed.

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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?	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

As some of you know, I spent a day in the schoolroom and on the ward looking at your work and talking to your teachers. I was able to meet quite a few of you. 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:

- good links with your own schools allow hospital teachers to keep up with your work and not fall behind
- teachers know your medical needs very well and do all they can to help you make progress
- you are well taught and so make good progress
- teachers make great efforts to ensure your return to your own school after your stay in hospital is made easy
- you enjoy having work to do; you say it takes your mind off your illness and you persevere even when things are difficult
- the head of service has some good plans for improvement.

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.

I wish you well for the future.