

Alexandra House  
33 Kingsway  
London  
WC2B 6SE

T 08456 404040  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



05 December 2008

Ms S Hibbert  
Headteacher  
Manchester Hospital School and Home Tuition Service  
Leo Kelly Centre  
Monton Street  
Manchester  
M14 4GP

Dear Ms Hibbert

Ofsted subject survey: good practice in promoting equality

Thank you for your hospitality and co-operation, and that of your staff and pupils, during my visit on 3 December 2008 to look at work in promoting equality.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included: lesson observations, meetings with pupils, parents, staff and governors as well as reviewing relevant documentation.

The quality of provision to promote equalities for pupils is good.

Features of good practice observed

- Pupils attending the hospital school make good academic progress in relation to their length of placement. Nearly all pupils on long term placements in Key Stage 4 gain qualifications and last year nearly all pupils gained a recognised qualification in English and mathematics. When pupils are only attending for a short time for example, those with medical needs in hospital, teachers work with the pupils to identify aspects of the core subjects that cause a difficulty. This then provides a focus for teaching and as a result pupils make good academic progress in a short amount of time.
- Pupils are able to access the curriculum at an appropriate level according to prior knowledge as well as their age because of the carefully planned flexibility. Where planning is most effective there is planned progress for academic aspects of learning as well as development for other outcomes for example, being healthy, staying safe and how the learning will benefit

the pupils in their future lives. The minimum entitlement for home tuition is strongly adhered to and more is offered when possible.

- The school structures its provision so that pupils, particularly those with mental health needs, make good social progress. Alongside progression from part-time to full-time placements pupils are supported in moving from individual tuition at home to attending small nurturing groups and then larger groups with different teachers for different subjects. Many pupils are also re-integrated into mainstream school or college provision. During home tuition the school are very careful to ensure pupils can work with different members of staff.
- Teaching and learning are well planned and geared towards meeting individual needs. The best learning occurs when teachers are very skilled at identifying gaps or misconceptions in previous learning. Lessons are adapted to accommodate need and teachers help pupils learn the missing lower skills at the same time as working on some higher order skills more relevant for their age and potential.
- Liaison with medical practitioners is good and staff share information effectively with each other. This enables pupils to gain from the multi-agency approach and prevents any conflicting work or advice occurring.
- Liaison with mainstream schools is usually good. There is some good practice for pupils returning to school after serious burns injuries. The multi-disciplinary team have organised information to help staff and pupils at schools support the returning pupil as well as helping parents and the pupil themselves understand the longer term implications of serious burns injuries. Similarly there are some good links with some of the secondary and primary schools attended by pupils with mental health difficulties. Unfortunately the hospital school struggles to gain effective liaison with all the schools necessary.

#### Areas for development

- Ensure both informal and formal communication with a pupils' home school is maintained during a hospital stay.
- To evaluate effectiveness more easily, bring information together from case studies to present a whole school picture. Use the information to analyse rates of academic, social and emotional progress across different settings, groups and length of placements.
- Through closer liaison with local authority colleagues, ensure that expertise at the hospital school and home tuition service is used to complement and enhance the range of provision available across the local authority.

I hope these observations are useful as you continue to develop promoting equalities in the Manchester hospital school and home tuition service.

As I explained previously, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Janet Thompson  
Her Majesty's Inspector