

# Manchester Hospital Schools and Home Teaching Service

## Inspection report

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<b>Unique Reference Number</b>	105602
<b>Local Authority</b>	Manchester
<b>Inspection number</b>	336527
<b>Inspection dates</b>	5–6 October 2009
<b>Reporting inspector</b>	Marian Thomas

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 category</b>	Community special
<b>Age range of pupils</b>	3–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	170
Of which, number on roll in the sixth form	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Janet Pickering
<b>Headteacher</b>	Ms Sandra Hibbert
<b>Date of previous school inspection</b>	1 November 2006
<b>School address</b>	3rd Floor Royal Manchester Children's Hospita Manchester M13 9WL
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 18 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at documents provided by the school, including records of pupils' progress and the school's plans for the future. Inspectors analysed five returned parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of all groups of pupils
- how pupils behave when in school
- how well teachers' work is monitored.

## Information about the school

The school operates across four sites which include the Royal Manchester Children's Hospital. It provides education for pupils and pupils with medical needs and teenage mothers who are of school age. The Leo Kelly Centre provides education for pupils across all key stages who have health related problems which prevent them from attending mainstream schools. Education is delivered to children who are inpatients at Wythenshawe Hospital, The Royal Manchester Children's Hospital and the Galaxy Centre. Staff also teach children in their homes who are unable to access other settings because of health problems. Whilst the numbers of pupils attending school fluctuates on a daily basis, it never exceeds 170. At the time of the inspection there were no children from minority ethnic groups. An extremely small number of pupils looked after by a local authority or with a statement of special educational needs attend the school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Excellent levels of care, guidance and support for all pupils are at the heart of this good school and service. A parent's comment sums up the ethos of the school well: 'This school allows my child to be an individual and encourages this as a gift not a difficulty'. Staff support for pupils is excellent in all aspects of this very diverse provision. They are particularly good at creatively breaking down barriers to learning, thus ensuring pupils make good progress despite their medical needs.

On entry many pupils are working below their expected levels as a result of illness and absence from school. As a consequence they have significant gaps in their learning. Staff use a variety of different ways to assess pupils' needs to very good effect, ensuring pupils' learning and emotional needs are quickly recognised. As a result, most pupils across the school make good progress towards well defined personal targets and reach average levels of attainment. Strong partnerships with outside agencies including the Child and Adolescent Mental Health Service (CAMHS) support this well.

The quality of teaching across the provision is good and staff are very skilled at teaching pupils in a variety of different situations. Overall planning and assessment for individual pupils is good, regularly reviewed and informs learning effectively. However, recording of information on pupils' progress is inconsistent across some of the school sites and the tracking of pupils' progress is therefore not fully effective. The flexible deployment of staff ensures the good delivery of a diverse curriculum which meets the needs of all pupils well. For example, hospitalised pupils in all key stages are able to follow many aspects of their home school curriculum, helping to reduce the impact of absence on their progress. Links with home schools are essential to ensure continuity of learning for individual pupils. These links are not always as effective as they might be and staff often spend time following up missing information which could be used to even better effect.

For many pupils, because of their medical conditions, feeling safe enough to attend school has been a past issue. Staff, especially those in the Leo Kelly unit, recognise this and work exceptionally hard with each young person to ensure they feel welcomed and valued within the setting. As a result, pupils say they feel safe and secure at all times as staff are always on hand to support them, and their parents agree. Pupils' behaviour in all areas of the school is outstanding. Pupils are polite, helpful and support each other well. Attendance is improving because of the enormous efforts of staff and a sensitive phased entry programme for the most vulnerable.

School leaders and managers have a flexible and creative approach to the curriculum, which is designed to ensure pupils make as much progress as possible towards external accreditation. For example, despite the small numbers of pupils, a wide range of

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subjects at GCSE including French, German and Spanish are on offer, as well as many vocational courses including Award Scheme Development and Accreditation. Art is also well developed for both academic and therapeutic purposes and contributes well to pupils' spiritual, moral and social development.

The work of the school leaders is notable. Because they undertake systematic and accurate analysis of its performance and use this information to implement change effectively, the school has a good capacity to continue to improve. Staff are in the process of implementing a major curriculum and staffing review linked to a move to new premises within Royal Manchester Children's Hospital. The impact of this development, which includes a Creative Learning Faculty, is not yet measurable. The school's governing body challenges and supports the school well, because of their combined expertise and training. All safeguarding procedures are securely in place and meet current legal requirements. Despite what is a difficult transition period, because of good planning and the positive attitudes of staff, the impact of change on pupils' learning has been minimised.

### **What does the school need to do to improve further?**

- Work more closely with other schools to ensure it receives the relevant information and documents for all new pupils.
- Ensure the recording of pupils' progress is consistent across all provision so that staff are as clear as they can be about how well all pupils are progressing.

### **Outcomes for individuals and groups of pupils**

**2**

Pupils clearly enjoy attending school and achieve well. As one student commented: 'Teachers make lessons so much fun you don't always realise you are learning'. Because of the diversity of needs of different pupils, cohort comparisons are difficult; however, pupils in Key Stage 2 make good progress because of well structured learning opportunities, good support from staff and a flexible curriculum which allows them to develop at a pace which matches their needs.

For students in Key Stages 3 and 4 who attend the Leo Kelly Centre, staff are particularly skilled at assessing gaps in students' learning and ensuring these are overcome. Because of this, students often make good progress towards external accreditation in all subjects and particularly well in information and communication technology. Pupils who have special educational needs and/or disabilities progress well because of well targeted support and learning goals which are regularly reviewed.

Pupils' increasing attendance despite their medical conditions is very strong evidence of how safe they feel in school. Many have experienced previous difficulties because of mental health problems which have led them to feel very unsafe in school, but as one student said: 'I used to feel very frightened about school, but coming here has changed that and now I'm even hoping to go to college'.

Pupils' behaviour is exceptionally good in all areas of school because they respect each other and staff create a warm and nurturing environment where all are valued.

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Pupils' social, moral, spiritual and cultural understanding is well promoted particularly through their recent inclusion in an exciting new project linking arts, media and museums with mental health and well-being. The school has gained Healthy Schools gold status which has helped pupils to develop a better understanding of healthy lifestyles.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Home and hospital teachers quickly establish very good rapport with their pupils allowing them to engage in learning as soon as possible. Support staff play a key role in supporting pupils by introducing them to the service and accurately evaluating their previous levels in order to ensure that learning starts as soon as possible. However, sometimes learning is delayed by a lack of support from the pupils' home schools which do not provide relevant information quickly enough.

The curriculum is tailored to meet the individual needs of pupils well and is regularly and rigorously reviewed by senior leaders. This has in part led to the creation of a creative learning faculty which has started to deliver a cross-curricular thematic approach to

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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learning. School uses other partners well to enhance learning opportunities for all pupils. Pupils in all areas of school receive excellent care, guidance and support from staff. The recent appointment of a parent support officer has further enriched this provision and strengthened links between home and school. This has further improved pupils' attendance. Young mothers returning from maternity leave are offered an excellent level of support and encouragement to return to their studies through good on-site nursery provision.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The school is well led and managed by the headteacher and deputy headteacher who through effective self-evaluation are aware of the school's strengths and realistic about areas for improvement. A recent move to new hospital teaching premises has given senior leaders the opportunity to restructure the school and service which has led to a significant change in the organisation of the roles of staff and curriculum. This has led to a more progressive and streamlined approach with the reorganisation of middle managers. As the process is ongoing, it is too soon yet to measure the impact of this. However, staff are very enthusiastic about the outcomes for all pupils and clearly have a shared vision for the future. All staff promote equality well and are aware of their role in tackling discrimination.

Middle leaders are well informed by data on pupils' performance across the service. Staff are focused on the individual needs of pupils whose progress is tracked well within the Leo Kelly Centre. However, this is not as securely in place within the hospital settings. School liaises very well with its partners both in health and social services, ensuring that targeted support is in place for the most vulnerable of pupils. CAMHS staff work particularly closely with the school and are part of a leadership and management drive to raise the profile of the hospital school within the local area. The school leadership work hard to promote community cohesion across the service. Through curriculum and fundraising activities, pupils are aware of the needs of the local and global community. The community within school is cohesive and harmonious. Whilst school leadership has started to evaluate the impact, this is at an early stage.

The work of the governing body is good. Individual governors bring a high level of expertise to the role and this enables them to effectively support and challenge the school from a knowledgeable perspective. All safeguarding requirements are met.

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Safeguarding is given a high priority throughout the school and governors take their role in this very seriously. All areas for improvement from the last inspection have been addressed and because outcomes for pupils are good so too is the value for money school provides.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

The school has capacity to teach children in the Early Years Foundation Stage of education. The curriculum meets the needs of children well and this coupled with good teaching ensures that good progress is made. Strong links with play staff and hospital staff have ensured that safeguarding, care and welfare are strong aspects of the provision. The school has an onsite nursery which supports young mums who return to their studies after a period of maternity leave. This was also inspected as a single inspection event at the time of the school inspection. It is judged to be a good provision which meets the needs of its pupils well. This is because staff form good relationships with parents, welfare is well organised and learning and development are secure. Leaders and managers are aware of the strengths and areas for improvement of the nursery. This ensures that overall effectiveness is good. The one point for development identified is for staff to share daily learning with parents.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Sixth form**

The school does not have students currently attending its sixth form. However, there are a very small number of students of sixth form age who attend the Leo Kelly Centre, who due to significant gaps in their learning due to illness are following the Year 11 curriculum. On occasions, sixth form students are taught by staff on adult wards. The provision and outcomes for these students are in line with other groups of students and are good.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

**Views of parents and carers**

Because of the diverse nature of the school which has teaching bases in four different locations including three in hospitals, it was difficult for staff to distribute and collect parental questionnaires within the required time frame. Even so, five parents responded out of 50, all of whom unanimously supported all aspects of the school's work.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manchester Hospital Schools and Home Teaching Service to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 5 completed questionnaires by the end of the on-site inspection. In total, there are 170 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	4	100	0	0	0	0	0	0
The school keeps my child safe	4	100	0	0	0	0	0	0
The school informs me about my child's progress	3	75	1	25	0	0	0	0
My child is making enough progress at this school	3	75	1	25	0	0	0	0
The teaching is good at this school	4	100	0	0	0	0	0	0
The school helps me to support my child's learning	4	100	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	4	100	0	0	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	4	100	0	0	0	0	0	0
The school meets my child's particular needs	4	100	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	4	100	0	0	0	0	0	0
The school takes account of my suggestions and concerns	4	100	0	0	0	0	0	0
The school is led and managed effectively	4	100	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	4	100	0	0	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



7 October 2009

Dear Students

Inspection of Manchester Hospital Schools and Home Teaching Service, Manchester, M13 9WL

Thank you very much for the very warm welcome you gave to all the inspectors who visited your school recently. We really enjoyed meeting you all. I particularly enjoyed meeting members of your school council who gave up their lunch break to share their views with me and made me laugh so much.

The inspection team found Manchester Hospital School to be a good school where staff try really hard to help you to learn and make progress towards taking as many examinations as you are able to. You told us that you felt very safe and we agree that you are. You also told us that you enjoy coming to school and that teachers make learning so much fun that it sometimes does not feel like learning at all.

We particularly liked the way in which staff have organised your curriculum so that you have many different choices of subjects to study. Some of you told us how much you enjoyed visiting the art gallery recently and how much you are enjoying visits from artists and poets. Your headteacher and deputy headteacher are doing a good job making sure your school runs smoothly and that everyone feels valued and supported.

There are just a couple of things which we feel staff need to do to make school even better. We have asked them to ensure that they work closely with other schools to ensure they receive the relevant information and documents about you when you first come to school. We have also asked staff to make sure your progress is recorded in the same way in all parts of the school.

We all wish you well for the future.

Yours faithfully

Mrs Marian Thomas

Lead inspector

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