

Hampden House Hostel

Inspection report

Unique Reference Number	124530
Local Authority	Suffolk
Inspection number	340592
Inspection dates	7–8 December 2009
Reporting inspector	Paul Canham

This inspection of the school was carried out under section 5 of the Education Act 2005.
The inspection of social care was carried out under the Care Standards Act 2000.

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	7–14
Gender of pupils	Boys
Number of pupils on the school roll	6
Appropriate authority	The local authority
Headteacher	Andy Chidwick
Date of previous school inspection	9 June 2007
School address	Cats Lane Great Cornard Sudbury
Telephone number	01787 373583
Fax number	01787 467827
Email address	admin@hampdenhouse.net

Boarding provision	Hampden House Hostel
Social care Unique Reference Number	SC024594
Social care inspector	Kristen Judd

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited five lessons, and held meetings with the chair of the management committee, staff and a group of pupils. They also talked with pupils in lessons. The inspectors observed the Pupil Referral Unit's (PRU) work, including its boarding provision. They looked at a range of documentation, including: assessment and attendance information, lesson plans, safeguarding arrangements, development planning, management committee minutes and pupils' work. The inspectors also scrutinised the information from six parental questionnaire returns, as well as those from staff and pupils.

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

- the extent to which systematic monitoring and a flexible and meaningful curriculum are raising levels of achievement while preparing pupils for mainstream school
- how successfully the boarding provision provides for the needs of pupils
- how effectively the PRU promotes pupils' experience and appreciation of cultures and faiths other than their own in this country and beyond
- the influence of the management committee on the PRU's direction and sustained improvement.

Information about the school

Hampden House provides alternative full-time education for six pupils aged seven to 14, who have either been permanently excluded from school or who have been referred by an admissions panel. This PRU serves a wide geographical area and the composition of the cohort changes termly, and from year to year. The provision includes boarding for three of the pupils.

Typically, pupils have a disrupted educational history and poor attendance in mainstream schools. The large majority have behavioural, emotional or social needs, and all but one are in receipt of a statement of special educational need. All the pupils are from families of White British heritage.

Among its awards the school has gained the Activemark and Sportsmark.

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?

3

The school's capacity for sustained improvement

3

Main findings

Strength in collective leadership is the key factor in the way Hampden House strives to offer the best provision and outcomes for pupils and families.

Despite the lack of clarity concerning the PRU's future role within the local authority and the absence of a key member of its leadership team with responsibility for boarding provision, staff are highly committed to its the work.

The provision has a number of good features, particularly the quality of its care, pastoral support, teaching, and links with outside partners that add flexibility to the curriculum. These features contribute to substantially improved outcomes for pupils, particularly their good progress in the core skills of literacy and numeracy and in developing self-esteem and confidence. The strong relationships between pupils and staff are the foundation of this success. When account is taken of the improved academic and personal outcomes for pupils in a context of supportive relationships, Hampden House demonstrates a satisfactory capacity to move forward.

Pupils start with low attainment compared with their peers nationally. This is mainly because of substantial gaps in their education and the impact of behavioural, social and emotional factors. Although attainment remains low in comparison to national averages, pupils make good progress due to effective teaching and their willingness to become involved in well-planned activities. This eagerness is reflected in the pride taken by pupils in some of their work, for example the art work on display and in the model making, which showed a skilful use of materials and tools. The good development of pupils' personal qualities is reflected in their positive behaviour, curiosity and enjoyment of learning. They have developed a good understanding of healthy lifestyles and keeping safe. It is a mark of the provision's success that almost all pupils attend regularly and that the majority of them have successfully returned to mainstream school in the past.

The PRU staff have a good understanding of its strengths and areas for improvement. However, staff recognise that a fully systematic and rigorous approach to recording and planning is not in place. For example, health plans do not contain enough detail to meet national minimum standards, and improvement planning does not include sufficient information to measure the PRU's progress against its priorities. While Hampden House has good links with the local community and outside agencies, it recognises that pupils lack opportunities to appreciate and value people's backgrounds and communities in other parts of this country and around the world. The PRU also acknowledges community cohesion is lacking in subject planning and when linking learning together from different parts of the curriculum.

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

What does the school need to do to improve further?

- Strengthen leadership and management by ensuring that the team includes a key member of staff with experience and expertise of boarding provision.
- Develop a systematic and rigorous approach to recording and planning for all aspects of the work of the PRU.

Outcomes for individuals and groups of pupils

3

It is clear that the PRU's determined efforts and well-informed support are making a notable difference resulting in pupils' good progress and satisfactory achievement. Pupils' willingness to participate in learning, as seen in their full involvement during science and mathematics, are typical of lessons and indicate the good pace of learning. Pupils thrive on success and show a curiosity in learning. They are resolved to get tasks right.

Pupils have had substantial periods out of school due to poor attendance, exclusion, or difficult personal circumstances. Consequently, they enter Hampden House with low standards because of a patchy experience in mainstream education. The time pupils spend at the PRU varies, and attainment is typically well below that expected nationally for those of similar age. All overcome considerable special educational needs - especially for behavioural, emotional and social difficulties - to make good progress. Almost all are successful in making up for lost time and overcoming the negative attitudes to learning they had when they joined the PRU. For example, pupils were engrossed during science when they were trying to find out the amount of force needed to move objects in class. In geography, they developed a good awareness of life in an African village and willingly compared it to their own daily experiences. Pupils' enjoyment of the topic was clearly seen in their inquisitiveness and in the quality of the model African huts that they made. Pupils respond positively to the sensitive and individualised support provided by staff. This response contrasts starkly with those that previously resulted from the personal difficulties they have experienced and still struggle with. Pupils are friendly and polite, usually relate well to each other, and mostly talk with staff and visitors in a warm and friendly manner. They have a clear understanding of what is right and wrong and are aware of their behavioural targets for improvement. They still take time to settle into the routines of Hampden House following a weekend away. Behaviour is good once pupils regain confidence in an environment that has clear boundaries and expectations that are consistently applied. There are very few fixed-term exclusions.

Pupils say they feel safe and enjoy the interesting range of learning opportunities available, such as horse riding, swimming and other aspects of physical education. These experiences have led to pupils gaining confidence, taking a greater pride in their work and adopting healthier lifestyles. Pupils' substantially improved attendance reflects their positive attitudes and enjoyment of the activities. For most, it is the first time they have attended school on a generally regular basis. They have good opportunities to present views and help with decisions regarding the running of the hostel. As a result of

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

the PRU's involvement in an enterprise scheme, which includes the making of Christmas cards and the construction of a coop ready for the arrival of chickens, pupils' personal skills and qualities are developing well in preparation for their return to mainstream education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The strength of the provision lies in its flexibility and capacity to offer pupils a seamless combination of individualised support and meaningful learning experiences. The strong focus placed upon personal, social and health education underpins the curriculum and forms a significant part of each pupil's personalised learning programme. Attractive and informative displays provide a good insight into a carefully considered curriculum that focuses on basic skills of literacy, numeracy and information and communication technology. The broad range of learning experiences successfully links subjects, such as mathematics and science, English and geography, and the development of creative and practical life-skills. Pupils' experiences are enriched by educational visits locally.

The strengths of teaching lie in detailed planning of lessons based upon a thorough

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

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

knowledge of each pupil. They are managed very effectively while working on different tasks because good relationships help to ensure positive attitudes and behaviour. Questions are used well to probe understanding but also to give pupils opportunities to talk about their work. Reviews are used effectively to reinforce the knowledge and skills pupils have learned during the lesson. Teachers and assistants, work effectively as a team and provide individual support, although that supplied by the latter is not always well directed. Topics that link different subjects, such as those that relate to pupils' everyday experiences, successfully capture their interest and hold their attention. Typically, assessment information is used well to identify appropriate levels of approach for each learner. Marking is supportive and closely linked to individual targets.

The strength of support for pupils' personal development and pastoral care is recognised and valued by parents. Pupils are well known to and valued by staff who are committed to ensuring good care and support. Staff recognise that no two days are alike, and pupils can arrive on any day with varying levels of interest and difficulty. Attention to pupils' health and well-being is reflected in the good range of physical activities and the attention given to healthy eating. Very effective individualised programmes of support covering a wide range of personal and learning needs are made for all pupils. Academic and personal achievement is tracked, but targets in pupils' individual education plans are not always defined sharply enough.

These are the grades for the quality of provision

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

How effective are leadership and management?

The effectiveness of leadership has been hindered by the lack of a key member of staff with responsibility for residential care. Nevertheless, collective leadership demonstrates a strong and passionate commitment to developing each pupil's self-esteem and raising standards in all aspects of their work. Staff are committed to doing their best for the pupils. The PRU promotes equality and tackles any form of discrimination exceptionally well. Staff have a secure understanding of the PRU's strengths and areas for improvement, but planning for improvement lacks sufficient detail. For example, planning is well focused on improving the outcomes of pupils' educational and personal development, but the means to evaluate performance are not clearly identified.

The management committee is supportive. It challenges the effectiveness of the PRU's work and ensures that policies are systematically reviewed. The chair works closely with the headteacher giving well-considered guidance and advice, although not all committee

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

members are clear about their roles during this period of change and their impact on developments is, consequently, limited. Attention to pupils' safety is integral to all activities and safeguarding procedures are firmly established.

Community cohesion is promoted effectively within Hampden House and in the local area. The PRU reaches out to parents and develops good relationships with most during their children's time at the centre. Links and partnerships with outside agencies are very well established. Local services and agencies are used particularly well to enhance the well-being of pupils. The PRU also supports the work of local and national charities. It recognises that pupils lack understanding of the diversity of backgrounds and communities in other parts of their own country and abroad. Parents have good opportunities to give views on the quality of education provided and benefit from regular contact.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Boarding provision

The quality of boarding at Hampden House is satisfactory. Four outcome areas are satisfactory and two are good. However, the PRU is not meeting all of the key national minimum standards (NMS) and one of the recommendations from the last inspection remains outstanding. Pastoral support is a strength and children receive excellent individual support, although these characteristics are not reflected in the PRU's documentation. Health plans do not contain sufficient information of identified needs and the strategies to meet them. In addition, records of the care and support of those pupils with complex health needs are not consistently maintained. As a result, it is unclear whether guidance given by health professionals is being followed. Without clear

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

information in place staff cannot demonstrate how effectively the health needs of pupils are being met. .

Systems have been established for the administration and storage of medication, although there are minor discrepancies in the recording of the 'homely' medication. The routine adopted by staff in their secondary dispensing of medicine into medication boxes is contrary to safe practice. This is because the type of medicine cannot be verified and children could be put at risk. Hampden House provides pupils with a balanced and healthy diet. Meal times are well supervised and managed with clear routines to support the development of pupils' social skills.

Safeguarding is taken seriously and policies and procedures are in place to promote and safeguard the welfare of pupils. Staff have a good understanding of child protection issues and are fully aware of their duties and responsibilities. The PRU has clear policies and procedures with regard to bullying which is not considered to be a concern.

The PRU's positive approach to behaviour management focuses on the use of de-escalation strategies, wherever possible. Staff are aware of the guidance and apply the procedures consistently when working with individual pupils. Staff have developed caring and supportive relationships with pupils. Risk assessments are carried out on the methods for dealing with behaviour issues. However, record keeping is unsatisfactory because physical restraints are not recorded in line with the NMS and the exclusion of a pupil from an activity due to poor behaviour is not always recorded.

Health and safety matters are taken seriously and a range of policies and procedures are embedded to support the maintenance of a safe environment. Regular fire drills take place and both pupils and staff are familiar with fire evacuation procedures. Suitable procedures are in place for the recruitment and checking of staff.

Good pastoral care contributes greatly to pupils' development. The structure and methods used by staff ensure a seamless approach to enabling children to make good progress in all aspects of their life at the PRU. The activities programme develops pupils' social skills, increases confidence and self-esteem. Pupils speak positively about their participation in a programme that includes a balance between activity and relaxation. Pupils are encouraged to express their views through council meetings, 'circle time' and regular meetings for boarders. Staff are sensitive to the needs of pupils and provide a positive, nurturing and professional approach to working with those in their care.

Staff have an excellent knowledge of the individual needs and difficulties faced by pupils. However, this information is not reflected within the care plans and such omissions could lead to an inappropriate placement of the pupil.

Pupils report that they are happy with the boarding accommodation that provides good facilities including a range of outdoor play areas.

The promotion of equality and diversity is satisfactory. There is a warm community atmosphere where pupils' differences are accepted and valued. The promotion and development of social inclusion are integral to the PRU's work and pupils are helped to achieve their full potential.

Parents and their children are given clear information regarding function and purpose of

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

the PRU and what it provides. Staff are extremely positive in their approach to working with pupils and each other. They strive to achieve the best for the pupils in their care. Excellent staffing levels ensure that the individual needs of pupils are well met. However, the PRU has been without a Head of Care for a considerable period of time. During this period, staff have endeavoured to cover aspects of the role, although they acknowledge that they have missed the level of expertise and experience associated with such an appointment. Consequently, the quality of record keeping is not as good as it should be and staff are not receiving formal supervision in line with the NMS. Monitoring visits are carried out by an independent consultant to monitor the welfare of boarders and reports are provided.

National Minimum Standards (NMS) to be met to improve social care

- The PRU should ensure that:
- each pupil has a clear and detailed health plan, or similar document, covering all aspects of the standard (NMS 14.6)
- the school implements treatments which are prescribed and/or included in the care plan for pupils with particular health needs (NMS 14.3)
- all medication is accurately recorded when administered and is kept in a labelled container (NMS 14)
- the records of physical intervention and sanctions are kept and under the headings outlined in the standard (NMS 10)
- placement plans inform staff of the care procedures for each boarder in accordance with their assessed needs, plans are monitored and updated when necessary (NMS 17.1)
- all staff and other adults receive one-to-one supervision, for a minimum 90 minutes, from a senior member of staff each half term (NMS 30.2)
- it is appropriately staffed in a manner that it delivers the best possible child care. (NMS 31.1)

This is the grade for the boarding provision

The effectiveness of the boarding provision	3
--	----------

Views of parents and carers

All parents' questionnaire returns were positive and a number expressed considerable satisfaction during telephone conversations. These included remarks about their children's enjoyment of Hampden House and its caring and supportive environment.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hampden House Hostel to complete a questionnaire about their views of the provision.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the provision. The inspection team received six completed questionnaires by the end of the on-site inspection. In total, there are six pupils registered at the PRU.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	2	33	3	50	1	17	0	0
The school keeps my child safe	4	67	2	33	0	0	0	0
The school informs me about my child's progress	4	67	2	33	0	0	0	0
My child is making enough progress at this school	5	83	1	17	0	0	0	0
The teaching is good at this school	1	17	4	67	0	0	0	0
The school helps me to support my child's learning	3	50	3	50	0	0	0	0
The school helps my child to have a healthy lifestyle	4	67	1	17	1	17	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)	2	33	4	67	0	0	0	0
The school meets my child's particular needs	3	50	3	50	0	0	0	0
The school deals effectively with unacceptable behaviour	4	67	2	33	0	0	0	0
The school takes account of my suggestions and concerns	3	50	1	17	1	17	0	0
The school is led and managed effectively	4	67	2	33	0	0	0	0
Overall, I am happy with my child's experience at this school	4	67	2	33	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



9 December 2009

Dear Pupils

Inspection of Hampden House Hostel, Sudbury CO10 2SF

We very much enjoyed our visit to Hampden House and thank you for making us feel so welcome. This letter is to tell you about some of the things we found while we were with you. It is a place where you feel safe and secure, and enjoy taking part in the wide range of interesting and meaningful activities. Staff are working hard to make it even better. All your parents are happy with the education that you receive and feel that it is helping you to develop confidence and make much better progress than before.

Here are some important things about your PRU:

You make good progress in lessons.

Those of you who stay overnight enjoy the time and the range of activities.

You like the support that helps you to improve your behaviour and develop into mature young people.

Those in charge of Hampden House are keen to make further improvements to help you to make even faster progress.

All staff take good care of you, and ensure that you know what to do to keep safe.

You have a good understanding of what makes for a healthy lifestyle and healthy eating.

This is what your PRU has been asked to do to make things even better:

Appoint a senior member of staff who knows a lot about the rules and regulations for looking after those of you who stay overnight at Hampden House.

Improve the way the PRU records information so it can measure improvement in a more effective way.

Help you to understand more about the different cultures, backgrounds and communities of people in other parts of this country and across the world.

We wish each one of you every success in your future education and hope that you continue to enjoy learning as much as you do now.

Yours sincerely

Paul Canham

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.