

Hospital Education Centre

Inspection report

Unique Reference Number	134970
Local Authority	Coventry
Inspection number	341583
Inspection dates	9–10 March 2010
Reporting inspector	Angela Westington HMI

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	4–16
Gender of pupils	Mixed
Number of pupils on the school roll	43
Appropriate authority	The local authority
Chair	Mrs Rita Stewart
Headteacher	Mrs Anne Walker
Date of previous school inspection	16 May 2007
School address	Ward 14,15,16 University Hospitals Coventry and Warwick NHS Trust Coventry CV2 2DX
Telephone number	02476 611848
Fax number	02476 337734
Email address	anne.walker@coventry.gov.uk

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 0300 123 1231, 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 information in any way.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010



Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 5 hours of tuition on the wards and 3 home visits each of 75 minutes and observed eight teachers. They met parents, pupils, medical staff, an officer from the local authority, an education welfare officer, a connexions adviser, teaching and support staff and the chair of the management committee. They observed the unit's work and looked at its documentation including: development plans; management reports; all vetting and recruitment documentation; safeguarding and other policies; pupils' records and the centre's data on pupils' progress. In addition, they read 16 questionnaires completed by parents as well as one staff and 12 pupil questionnaires.

The inspection team reviewed many aspects of the unit's work. It looked in detail at the issues listed below.

- How well the unit helps pupils to make progress across the range of outcomes.
- How well the unit helps pupils to integrate back into mainstream schools or onto other provision including post 16 provision.
- How well the unit engages with parents and other agencies.
- How much progress the unit has made on the issues identified at the last inspection.

Information about the school

The Hospital Education Service is situated on three paediatric wards within a large general hospital. The unit is one of two pupil referral units which are managed and staffed by the same team of teachers and support staff. The sister unit was not inspected at the time of this inspection.

The three paediatric wards have a 36 bed capacity, including four high dependency beds. The wards are mixed gender and cater for both medical and surgical in-patients. On average 1800 children are hospitalised during term time each year. Most patients, approximately, 90%, are very short term, 1-3 days, or one off admissions. Others, approximately 10%, are longer term and/or frequently admitted patients. Those in this latter category are mostly children suffering from chronic conditions such as Cystic Fibrosis or conditions requiring prolonged treatment, for example, childhood cancers.

The service also provides home tuition for pupils from the City of Coventry who are unable to access their normal school temporarily due to accident or illness. Each academic year, on average 65 pupils aged 4-16 receive home tuition. Of these, 15% are hospitalised locally prior to receiving tuition at home.

Of all pupils receiving home tuition, a third may be classified as having a physical problem. Half of the pupils are referred as a result of a mental health diagnosis. This category includes pupils suffering from school refusal and Autistic Spectrum Disorder. A small number, approximately 14%, of all referrals come from local authority officers and may not fit exactly into either of the above categories. These pupils include, on occasions, permanently excluded primary pupils and pupils requiring

home tuition temporarily pending the outcome of a tribunal or the issue of a statement of special educational needs. The average length of time for which a pupil receives home tuition is 20 weeks.

Teachers are appointed as subject or phase specialists and most teach across the age range 4-16 in the hospital setting. Some pupils are taught by the same teachers in hospital and also on home tuition.

On Day 1 of this inspection, there were 10 pupils on the hospital wards and 19 on Day 2. There were 21 pupils receiving home tuition, of which 15 were secondary aged pupils. Five home tutored pupils have statements of special educational needs and one has English as an additional language.

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

The Hospital Education Service provides outstanding care, guidance and support for the pupils in its care. It establishes excellent relationships with parents and carers and with a wide range of professionals and agencies. Parents overwhelmingly appreciate its work; medical staff value the commitment of the teaching staff and pupils themselves recognise the support they receive. One parent wrote 'My child has improved in confidence as well as academically due to some very dedicated and caring teachers. I do feel that my child is privileged to be studying for his GCSEs with such a wonderful team'.

Despite the medical and surgical difficulties faced by pupils, their outcomes are good. For some of those receiving home tuition, simply engaging with the teachers and re-entering the world of education is a major step forward. Records for pupils in receipt of home tuition provide clear evidence of good progress socially and emotionally but also academically. Pupils report that they feel safe. Their behaviour is good. Pupils on home tuition have a say in the choice of subjects they study and the teachers they work with. They participate in surveys and provide feedback on the service but beyond this the opportunities for them to make more of a contribution is limited as are the opportunities for them to develop their spiritual, moral, social and cultural development.

The quality of teaching and learning is good overall but it is variable. The subject coordinators based at the centre take responsibility for planning and overseeing the teaching of subjects in pupils' home. Often, subjects are taught by contracted tutors. The planning and teaching of mathematics are excellent, for science they are good, but for English and humanities they are satisfactory. The curriculum is good overall. The primary curriculum is planned well with clear long term and medium term plans matched, as far as is possible, to a standard primary timetable. For all long term pupils, great care is taken to link with the home schools to ensure that pupils can follow the topics that they would be studying there. Pupils on home tuition working towards public examinations, follow English and mathematics courses, usually but not always GCSEs, and subjects of their choice including practical subjects. Lessons are conducted at the pupil's home but may be taken elsewhere, such as at a local library or at an art gallery. For some pupils, leaving the house and taking independent steps are part of a programme designed to help them reintegrate into society.

All aspects of leadership and management are at least good apart from governance

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

which is satisfactory. The experience and knowledge of the management committee are highly valued and its dedication is well recognised. It has effectively steered through changes to the unit. All statutory requirements in respect of safeguarding and policies are met. However, there is still more to be done to strengthen the strategic role of the management committee; to develop its role as critical friend and hold the unit to account for its work.

Given the unit's accurate self-evaluation and that it has successfully tackled the areas for development identified at the previous inspection and improved upon others, it has good capacity to improve further.

What does the school need to do to improve further?

- Improve governance further by:
 - developing the strategic role of the management committee
 - strengthening its monitoring function
 - ensuring clear lines of accountability.
- Raise the quality of teaching and planning for English and humanities to the level seen in mathematics.
- Increase the opportunities for pupils to make more of a contribution to the life of the unit and for their spiritual, moral, social and cultural development.

Outcomes for individuals and groups of pupils

2

As a result of the outstanding care, guidance and support that they receive from the unit, pupils achieve well. A clear example of this was observed by an inspector on a home visit. In an outstanding literacy lesson, the pupil, who was of primary school age, made excellent progress because, as the inspector wrote, 'the pupil's well-being is at the heart of the lesson and learning. The pupil totally enjoys the lesson'. In the term and a half during which the pupil has been receiving the home tuition, and during which time has undergone significant surgery, the child has progressed at beyond the expected rate. In this exceptional lesson, the pupil sustained her concentration and worked extremely productively for the full 75 minutes. This was not an isolated example. On the ward, an inspector observed an outstanding mathematics session with a pupil of secondary school age. In this, his first mathematics lesson, through gentle discussion and questioning the teacher immediately began to assess his interest in and understanding of quadratic equations. What followed was a text book example of a teacher expertly assessing understanding and quickly moving the boy on through progressively more difficult examples. Sometimes this was through quick paper and pencil activities and sometimes through probing questions until they reached the point at which new learning began to take place. This able pupil was highly motivated and clearly thrived on the intellectual challenge that the teaching provided. In ways such as these, the pupils are able to hold on to normal routines and expectations.

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 recent improvements in the unit's collection and management of data on pupils' progress are allowing the managers to see more clearly the progress made by long term pupils and to set more challenging targets for them. The unit has GCSE results and post 16 destination information for the 14 Key Stage 4 pupils who ceased home tuition in summer 2009. The data show that the pupils made good progress overall, with a very small number of pupils making exceptional progress. Of the 14 pupils, all but two went on to some form of further education and/or part time employment after leaving the unit's provision.

Pupils are supported well to manage their various illnesses and disabilities. Consequently, they take in their stride the need to stop for medical intervention or the need to check the medical apparatus they wear during the lesson. Security on the wards is excellent and pupils clearly feel safe with teachers. An inspector observed a five year old, an overnight patient, reach up and take the hand of the teacher as they walked from his hospital bed to the classroom to make a card for mother's day.

Attendance is good. Most pupils on home tuition have four or five hours direct teaching each week. Therefore, full attendance means that the pupil received the full four or five hours tuition. There are, very occasionally, instances when pupils attempt to avoid the home tuition. Attendance is monitored very carefully and such instances are immediately reported and followed up.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

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

How effective is the provision?

The overwhelming strength of the provision is the outstanding care, guidance and support for the children and young people in the care of the unit. On the wards, relationships with medical staff are of the highest order. Staff work well with the nursing and medical personnel to support pupils. Each week, a teacher attends the consultant's meeting where individual children and their cases are discussed. Links with schools are strong. Wherever possible, the unit follows programmes of study that are being followed by the pupil's classmates and the unit's staff maintain direct contact with schools. On return to mainstream school, reports are sent that provide clear assessments of the pupils' work and progress.

The teaching engages pupils well. The best teaching is outstanding and contributes significantly to pupils' well-being and self esteem. The systems for assessing and monitoring the progress of pupils in receipt of home tuition are good. However, the records for pupils on the wards are not as well maintained and, in some cases, are little more than daily logs of activity.

The curriculum is well adapted to meet the many and various needs of the pupils. As far as is practicable it follows the National Curriculum.

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	1

How effective are leadership and management?

The unit is well led and managed. The headteacher provides clear direction for the unit and monitors the quality of its provision well. She is well supported by the two assistant headteachers. The unit has an accurate view of its work and knows where its areas for development lie. It has successfully tackled the areas for development identified at the previous inspection and improved upon others.

The unit's engagement with parents and its partnerships with other agencies to promote pupils' wellbeing are outstanding. The work of the unit is held in high esteem by other agencies.

The management committee has successfully overseen recent changes to the unit. The committee meets regularly and the work of the unit is monitored. All required policies are in place and statutory requirements in respect of safeguarding, equal

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

opportunities and promoting community cohesion are met. An audit has been carried out and a detailed plan produced. However, several policies are in need of updating and/or reviewing and, within some of the management reports and action plans, the specific issues relating to this unit are not clearly identified. There is some work to do to strengthen the strategic role of the management committee.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

At the time of this inspection there was only one four year old short stay patient present on the ward and there were no children in the Early Years Foundation Stage in receipt of home tuition. Therefore it is not possible to judge the outcomes for children at this stage. However, the unit has a good range of toys, books and educational software appropriate for this age group. The ward play room has an assortment of suitable toys and there is a safe and secure outdoor area with bikes and trikes and protective flooring. The planning for the Early Years Foundation Stage covers the six areas of learning and staff have received the necessary training to deliver the Early Years Foundation Stage curriculum. The primary phase coordinator has substantial knowledge of the Early Years Foundation Stage and early assessment scales.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	NA
The quality of provision in the Early Years Foundation Stage	2

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 effectiveness of leadership and management of the Early Years Foundation Stage	2
--	---

Views of parents and carers

Parents are overwhelmingly supportive of the work of the unit and appreciate the care and attention shown by the staff. Particular praise is given by parents of children on home tuition. Two parents expressed concern that the number of hours tuition each week was not enough. Inspectors have some sympathy with this view. Another praised the home tuition service fulsomely for enabling her son to achieve 7 A*- C GCSEs and take up a place at college.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hospital Education Centre 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 12 statements about the school.

The inspection team received 16 completed questionnaires by the end of the on-site inspection. In total, there are 43 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	7	44	8	50	0	0	1	6
The school keeps my child safe	11	69	4	25	0	0	0	0
The school informs me about my child’s progress	9	56	6	38	0	0	0	0
My child is making enough progress at this school	9	56	4	25	0	0	0	0
The teaching is good at this school	10	63	6	38	0	0	0	0
The school helps me to support my child’s learning	7	44	9	56	0	0	0	0
The school helps my child to have a healthy lifestyle	3	19	9	56	1	6	0	0
The school meets my child’s particular needs	7	44	8	50	0	0	0	0
The school deals effectively with unacceptable behaviour	7	44	6	38	0	0	0	0
The school takes account of my suggestions and concerns	8	50	6	38	0	0	0	0
The school is led and managed effectively	9	56	4	25	0	0	0	0
Overall, I am happy with my child’s experience at this school	9	56	7	44	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 all 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 pupils' 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.



11 March 2010

Dear Pupils

Inspection of Hospital Education Centre, Coventry, CV2 2DX

I recently visited your centre with Mrs Jackson and Mr James. Thank you so much to those of you who let us see you work in the hospital wards and at home. We really enjoyed our time with you. Thank you too for talking to us and being so kind and friendly. We were immensely moved by the way you cope with your difficulties.

We found out a lot about the service. You are in good hands because the service does a good job and looks after you outstandingly well. The adults work very hard to make sure you are safe and well. They go to considerable lengths to work with your parents and the doctors, nurses and all the other adults that take care of you. The teaching you receive is good and the service is well led and managed.

I have asked your headteacher and the other teachers to look again at how the group that looks after the unit, the Management Committee, does its work. I have also asked them to make sure that all the teaching and planning is as good as it can be and that you have more opportunities to make a contribution to the centre and to do things that will help your spiritual, moral, social and cultural development.

Yours sincerely

Angela Westington
Her Majesty's 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 [0300 123 1231](tel:03001231231), or email enquiries@ofsted.gov.uk.