

# Sutton Hospital and Tuition Service

## Inspection report

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<b>Unique Reference Number</b>	135010
<b>Local Authority</b>	London Borough Of Sutton
<b>Inspection number</b>	341596
<b>Inspection dates</b>	15–16 September 2009
<b>Reporting inspector</b>	Greg Sorrell

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>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	5–18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	48
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Mrs Karen Martin
<b>Date of previous school inspection</b>	9 September 2006
<b>School address</b>	Drapers Building Orchard Hill Carshalton SM5 4NR
<b>Telephone number</b>	020 87708146
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<b>Email address</b>	tuitionservice@suttonlea.org

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons, and held meetings with members of the management committee, staff, groups of pupils and parents. They observed the school's work, and looked at many of the service's policies and documentation, including the service development plan, teachers' planning, assessment records, training programmes, procedures for safeguarding learners' well-being and academic reports of their progress. Nine parents' questionnaires were also analysed to gain their views on the service.

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

- whether all pupils make sufficient progress in their studies and the extent to which their access to education increases
- the effectiveness of the service's use of assessment
- the impact of multi-agency partnerships upon the service's care, guidance and support for all learners.

## Information about the school

The Hospital and Tuition Service is designated as a pupil referral unit (PRU). It operates over three sites, spread across the borough, and caters for learners with a range of medical needs. The tuition unit at the Drapers Centre supports local learners who are unable to access school for medical reasons. The schoolroom at the Royal Marsden Hospital is based in the children's Oncology Unit. At Queen Mary's Hospital, the Service supports, through bedside teaching, short and longer-stay learners with a range of medical needs that prevent them attending their own schools. The number on roll at all sites, and particularly the hospitals, varies considerably throughout the year. At the time of this inspection, there were no children on roll in the Early Years Foundation Stage. The service does not make provision for students in the sixth form, although it does support sixth-formers on the rolls of other schools who are hospitalised. Learners come from a wide range of socio-economic backgrounds. In-patients on the hospital wards often come from other boroughs nationwide or from other countries. The vast majority of learners referred to the tuition unit at the Drapers Centre are involved with other specialist and support agencies in the borough. These learners frequently have a history of poor attendance and an inability to access mainstream education. Some individual tuition takes place, either in learners' homes or in local libraries, prior to them joining the tuition unit. In Years 10 and 11, the focus is on learners achieving external accreditation, whereas the focus for younger learners is on re-integration into either mainstream or special schools. The great majority of learners are of White British origin. The PRU achieved Healthy Schools status in 2007.

**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 Sutton Hospital and Tuition Service provides well for its pupils on all sites. The leadership and management of the headteacher and other managers at the centre and hospitals are good and this has ensured the provision has maintained its quality since the last inspection.

A wide range of illnesses have led to the pupils' education being interrupted to varying degrees. The ability range is similarly wide and attainment on entry is below average due to pupils' illnesses. However, as a result of good teaching, a relevant curriculum and outstanding care, guidance and support, the pupils' achievement is good. The PRU is successful in minimising disruption to learning and maximising opportunities for achievement. Older pupils gain success in GCSE and other awards. The majority go on to further education. Despite their medical conditions, most pupils make good progress towards challenging targets.

Pupils' spiritual, social, moral and cultural development is good. They make good progress in the adoption of healthy lifestyles, particularly the perspective they gain of themselves and their ability to work with others and achieve success. On the wards and within the tuition centre, the pupils exhibit excellent behaviour and attitudes to study. They hold positive views of the staff. One spoke for many, saying: 'They treat us with respect and accept us.' In conjunction with medical staff, the majority learn to manage their illness and take advantage of the education provided. A minority remain unable to attend for significant periods despite strenuous efforts by staff and new arrangements to support parents.

Teachers make good use of their experience and expertise for the benefit of pupils: flexibility is a hallmark of teaching in hospitals, the community and at the centre. Teachers have high expectations and work hard to give the pupils relevant tasks and activities. The curriculum is good and staff ensure that the learning of pupils in hospital focuses on work they would have been doing in their own school. Where appropriate, specific programmes are developed alongside other agencies from within the health service, for example dietary and emotional support aspects.

The excellent partnership with other professionals is a major factor in helping to provide pupils with outstanding care, guidance and support. Parents are particularly pleased with the provision and some gave high praise to the way in which the PRU staff worked with other agencies to the benefit of their children and the whole family. One commented: 'This service is a gem and far exceeded our expectations.'

The leadership and management remain good despite staffing difficulties over the last academic year. The service's good capacity to improve is founded on the commitment of

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all staff to improve the quality of provision for the pupils. Rigorous checks on teaching have already brought about improvements. The progress data held on individual pupils are comprehensive and precise. Leaders do not yet use this data rigorously enough to evaluate the overall effectiveness of the provision. The members of the management committee have highly relevant skills and offer good support to the work of the service. Some members do not currently make enough visits to all aspects of the provision in order to have a first-hand overview of its effectiveness.

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

- Ensure all leaders make rigorous use of data about pupils' progress when evaluating the effectiveness of the provision and planning key improvements to boost pupils' achievement.
- Utilise the recently strengthened systems for supporting pupils and their families to raise attendance levels.
- Increase the management committee's first-hand knowledge of all aspects of the provision to ensure that members have a very clear picture of the PRU's effectiveness on all sites.

**Outcomes for individuals and groups of pupils****2**

The pupils' achievement is good and they make rapid progress because of the intensive individual support and their excellent behaviour in class so that there are no distractions. When first referred, many pupils have not been able to maintain a place in mainstream school because of their medical conditions. They typically arrive with a negative attitude to school and leave having achieved qualifications and gained aspirations and self-belief. Returning to and maintaining their studies, and getting qualifications, helps to equip them well for the future. Pupils develop good workplace skills through their horticultural enterprise activities. Their attitudes improve and they develop perseverance. Students work well in teams, as seen in a personal, social, health and citizenship lesson, where they prioritised spending in the council's budget. This collaborative work is a real step forward for many and reflects the excellent relationships pupils form with staff and with each other. In mathematics, they show a good understanding of fractions and use information and communication technology (ICT) effectively to show their results. In an English lesson, most students showed a good grasp of characterisation and could relate issues to their own experiences.

Many students have experienced long absences from school so have fallen behind. Every effort is made for all students to leave with some form of external accreditation.

Standards at the end of Key Stage 4 are just below the national average. Last academic year, the majority of students achieved GCSE grades A to C and all pupils who attend Year 11 leave with some qualifications, usually GCSE and other accreditation for short courses, including adult literacy and numeracy certificates. Many go on to further education and some to higher education.

Pupils are adamant that they feel very safe. They say there is no bullying and staff are

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very protective of them. Pupils’ behaviour is outstanding in class and around Drapers Centre and the hospitals. Pupils are attentive, collaborative, cooperative and pleased to be learning. There is a real rapport with staff and relationships are relaxed and friendly. Consequently, lessons proceed without interruption and progress is rapid. Pupils gain a good understanding of what constitutes a healthy lifestyle through their lessons, but do not have enough opportunities to put this into practice by taking part in extra-curricular activities or by choosing healthy options at lunchtime.

Although there are many links with the community outside school, pupils’ contribution is limited to fundraising for charities. Within the school, there are some opportunities to show initiative, for example designing and making soft furnishings for their common room.

Attendance is below the national average but this represents a huge improvement for individuals, many of whom did not attend school previously. This reflects the determined persistence of staff in identifying effective rewards for pupils and encouraging parents to help the younger ones settle in. Punctuality is an area for improvement, mainly because the transport that is provided for many pupils does not always arrive on time.

The school intervenes at a critical time in the pupils’ lives and offers them time for reflection in a safe environment. They develop a clear sense of right and wrong through the staff and older pupils modelling appropriate behaviour. Successful residential trips for a few pupils are sometimes the first time they have been away from home. While some of them are able to go on visits, for example to the theatre and the BBC, those in hospital enjoy an exciting range of visitors and classes that extend their horizons.

*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>3</b>

<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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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</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?

Teaching successfully re-engages most pupils in learning. Typically, lessons are well planned with an appropriate level of challenge. Occasionally, some pupils are given the same work despite differences in ability. For the most part, teachers' use of assessment is good and regular feedback is given within lessons to provide motivation and guidance. Pupils acknowledge their learning is enhanced by knowing that staff are there to support them to achieve. One pupil commented: 'The teachers here are really different, they are interested in me and respect me for what I am.' Visitors, such as drama groups, enliven themes related to the pupils' social and emotional development.

The staff on all sites go to great lengths to ensure the curriculum is relevant to individual needs and a flexible approach is taken following admission to the PRU. There is an appropriate balance between academic content and the provision of experiences that promote the pupils' personal development. This enables them to engage purposefully in learning and also provides good opportunities for older pupils to achieve examination success. Evaluation of these achievements has appropriately led to the consideration of alternative examination boards for some pupils. Good opportunities for work experience, enterprise education and college courses enhance preparation for life after compulsory education. The short lunch break and end-of-day transport arrangements result in minimal extra-curricular activities. However, the annual residential trip provides excellent opportunities for curriculum enrichment and personal development. For example, when youth hostelling near Stratford-upon-Avon, pupils enjoyed a visit to the theatre to see *The Merchant of Venice*. Where appropriate, the PRU liaises with local schools and colleges to provide courses that it is not able to offer. These experiences beyond the PRU and the curricular focus on the needs and values of others make a significant contribution to community cohesion.

The care, guidance and support provided for all students are major strengths of the PRU. Following admission, all pupils, including those with a statement of special educational needs, are assessed prior to the creation of a personalised action plan. Pupils' progress in all aspects, for example their work in lessons and the courses they follow, is carefully monitored and accurately recorded. There is also a highly appropriate emphasis on their emotional development and attendance. Assessments are made regularly which lead to timely interventions using a wide range of specialists and agencies. For example, the service has recently strengthened the support for parents offered by the attached social worker to improve their children's attendance. This has greatly enhanced some pupils' engagement in learning. Some require and receive specialist psycho-therapeutic input that enables pupils and their families to manage

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events in their lives that are often traumatic. The on-site nurse monitors pupils effectively and is a readily available source of advice. Other staff provide appropriate careers guidance for older pupils. This holistic approach is highly effective, although a minority still experience significant problems in attending the centre regularly. Medical staff on the wards express very positive views of the beneficial effect derived from the maintenance of study during treatment.

*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 Service enjoys the confidence of the local authority, its partner agencies and all schools that use it. Leaders and managers on all sites demonstrate a clear drive for improvement. Their shared purpose to achieve the best outcomes for pupils is evident in the rigorous monitoring of teaching and the programmes to address the pupils’ medical needs. A strong focus upon equality of opportunity ensures these needs are paramount. Safeguarding arrangements are robust due to staff vigilance, regular training and well-known procedures. Day-to-day redeployment of staff when pupils are absent is satisfactory, although not always formally recorded.

Self-evaluation is accurate and identifies appropriate areas for development, although it is mainly undertaken by the headteacher. In part, this is due to recent management restructuring and some senior posts filled by staff in acting capacities. The PRU has a wealth of data on its pupils and it monitors individual performance most carefully. However, there is not an equally strong emphasis on looking at how groups of pupils perform in different subjects. Improvement since the last inspection has been good in respect of the use of ICT and further improvements are underway in the teaching of mathematics. Links with all partners are outstanding, particularly the health professionals in hospitals and associated agencies. Strenuous efforts are made to engage pupils and their families at all stages following admission. Community cohesion is a key aspect of the PRU’s purpose in successfully enabling its pupils to re-engage socially with their peers and, ultimately, in education in other settings.

The management committee has a wide range of relevant skills and provides good support for the work of the PRU, although first-hand visits by all members to all aspects of the provision are limited.

*These are the grades for leadership and management*



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<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>1</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Just over a fifth of the parents returned questionnaires. Of these, a very large majority feel their children enjoy school and make good progress as a result of good teaching. They also feel that the school listens to them and makes good provision for their child's needs. All parents feel they are well informed about their children's progress and that their children are well prepared for the next stage in their education. They are also unanimous in their agreement that their children are safe and that the provision is well led and managed. Comments submitted included: 'The care and support of the PRU has brought my child back to me... my child is much happier and far exceeded all expectations academically... as a result of my child attending the PRU, my child and the family unit have been saved.'

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

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

The inspection team received 9 completed questionnaires by the end of the on-site inspection. In total, there are 48 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	4	44	4	44	1	11	0	0
The school keeps my child safe	8	89	1	11	0	0	0	0
The school informs me about my child's progress	7	78	2	22	0	0	0	0
My child is making enough progress at this school	3	33	5	56	0	0	1	11
The teaching is good at this school	5	56	3	33	0	0	1	11
The school helps me to support my child's learning	5	56	4	44	0	0	0	0
The school helps my child to have a healthy lifestyle	4	44	5	56	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)	5	56	4	44	0	0	0	0
The school meets my child's particular needs	5	56	3	33	0	0	1	11
The school deals effectively with unacceptable behaviour	4	44	4	44	0	0	1	11
The school takes account of my suggestions and concerns	5	56	3	33	0	0	1	11
The school is led and managed effectively	6	67	3	33	0	0	0	0
Overall, I am happy with my child's experience at this school	6	67	3	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"><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.**



17 September 2009

Dear Pupils

Inspection of Sutton Hospital and Tuition Service, Carshalton, SM5 4NR

I am writing to all of you who receive education from the PRU. You may know that, even though you attend the same PRU, there are lots of other pupils who receive their education in different places, such as in hospital, home, local libraries as well as at the Drapers Centre. Thank you very much for making me and my colleague so welcome when we visited last week. We enjoyed meeting you and looking at your work.

We judge that the PRU provides you all with a good education. No matter how long you spend in hospital it is clear you settle in well and can carry on with your school work. You make good progress in your learning because the teachers make lessons interesting and provide you with an exciting variety of experiences. It is good to know that you feel safe and very well cared for and to see how well you relate to staff and your classmates. In a PSHE lesson, I was very interested to hear your views about how the local council should spend its budget! It is very clear from talking to you and reading your reflections that you appreciate the help you get and that you are determined to do well despite the problems you face. The staff on all sites have excellent links with other professionals who help you and your families. Together, they provide excellent care and support for you all. The senior staff and management committee run the PRU well and make sure it keeps improving.

I have some suggestions to make to help it improve further. I have asked the senior leaders to use all the information they have about your progress to get a complete picture of how effective the service is. I have also asked the members of management committee to come and see you more often so that they, too, can get a clearer picture of where improvements may be needed. Finally, I have asked the school to find ways of helping you all to attend regularly. You can help by continuing to work hard!

Yours faithfully

Greg Sorrell

Lead Inspector

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