

Evelina Hospital School

Evelina Children's Hospital, St Thomas' Hospital, Westminster Bridge Road, London, SE1 7EH

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- The visionary headteacher, ably supported by her skilled and committed staff, is dedicated to achieving outstanding outcomes for all pupils.
- All groups of pupils, including disabled pupils and those with special educational needs, make outstanding progress.
- Children in the Early Years Foundation Stage make outstanding progress, which prepares them well for moving into Year 1.
- The rapid and sustained progress made by all groups of pupils owes much to the high quality of teaching. Learning in most lessons seen during the inspection was outstanding and all teaching is consistently at least good.
- Pupils enjoy their learning. Their behaviour is excellent because of the highly effective support they receive from their staff.
- Pupils say they feel happy, safe and secure at the school. These views are confirmed by the school's own surveys.
- Parental satisfaction is extremely high. Parents appreciate the care, dedication and professionalism shown by the staff.
- Leadership and management are outstanding. The unrelenting focus on improvement by senior leaders, all staff and the governors has led to further improvements, especially in teaching and learning, since the previous inspection.
- A small minority of pupils have recurring admissions to the hospital. Their progress is also outstanding, but a customised support programme, involving consistent outreach provision, has not been established.

Information about this inspection

- Inspectors observed learning in a range of settings, including eight lessons each taught by a different teacher.
- Meetings were held with senior staff, the Chair of the Governing Body, and a representative of the local authority. Inspectors also met with a broad cross-section of stakeholders including staff from schools that have pupils placed at Evelina, parents and various health professionals including ward managers, clinical psychologists and specialist staff in renal care.
- Inspectors took account of 14 responses to the staff questionnaire and 11 responses received to the on-line parents' questionnaire (Parent View).
- Inspectors scrutinised examples of pupils' past and present work and looked at various documents. These included the school's self-evaluation and planning documents, those relating to arrangements for staff training and the monitoring of teaching and learning, data on pupils' progress and records relating to behaviour, attendance and safeguarding, including risk assessments.

Inspection team

Bill Stoneham, Lead inspector

Additional Inspector

Jackie Blount

Additional Inspector

Full report

Information about this school

- Evelina Hospital School is part of the St Thomas' Hospital complex in central London.
- The school provides education for pupils of all abilities who are in-patients, out-patients or siblings of patients at St Thomas' Hospital. Some pupils are taught in main classrooms in the 'atrium school', others are taught on their hospital ward (ward school) or in the dialysis unit (dialysis school).
- Pupils come from a wide geographic area and from the full range of social and cultural backgrounds. During the last year, the school has helped educate some 1,500 pupils, who reside in over 80 different local authority areas. Some pupils are patients from overseas who are attending the hospital for specialist treatment.
- Some pupils have severe disabilities, whilst others have a statement of special educational needs from their home schools.
- On average, pupils attend the school for between one and ten sessions before being discharged from hospital and returning to their 'home' school. Some pupils, especially in dialysis school, remain at Evelina for extended periods of time, either full time or on regular days each week as part of their treatment.
- The Early Years Foundation Stage takes children between the age of two and five years. For some, this is their first experience of schooling.
- The school also provides for post-16 students; although, at the time of this inspection, no sixth formers were attending.
- The school also admits a small number of long-stay or recurring siblings. These pupils are generally in the Early Years Foundation Stage or primary phase and return to their home school as soon as their brother or sister is discharged.
- All pupils attending the school are participating in education during a period when they are unwell, possibly receiving long-term treatment, recovering from injury, or from major surgery.
- Many of the pupils are in an unfamiliar environment. They can be in pain or discomfort and frequently can be frightened or anxious about their pending treatments. Many children of working parents often have to spend long periods of time in hospital without a familiar adult.

What does the school need to do to improve further?

- Investigate the possibilities of establishing a consistent support programme, including outreach provision, for those pupils who have recurring admissions.

Inspection judgements

The achievement of pupils is outstanding

- The progress of all groups of pupils is outstanding. Children in the Early Years Foundation Stage make outstanding progress and are prepared well for the next stage in their education. Pupils in Years 1 to 6, irrespective of their disabilities or individual special educational needs, make outstanding progress overall and in their reading, writing and mathematical skills. They too are well prepared for the next stage in their education.
- All students of secondary age make outstanding progress, regardless of their disabilities or individual special educational needs. Staff take great care to ensure that students preparing for GCSE examinations with their home schools are given all the help, encouragement and tuition they require. Younger students in Key Stage 3 make exceptionally good progress in their reading, writing and mathematical skills.
- The progress of foreign national pupils, who frequently speak little or no English, is similarly outstanding because of the care taken to meet their own particular needs. Such pupils are fully involved in the school's activities. One long-stay child in the Early Years Foundation Stage, who had entered the school with no English, is now able to understand some English and able to identify shapes and images.
- There are no significant differences in the rates of progress made by boys or girls, different ethnic groups, or those supported through additional funding provided by the pupil premium.
- Pupils entitled to free school meals, those who are in care and those from service families, who are supported by additional funding through the pupil premium, make outstanding progress and are improving their abilities in English and mathematics at a rapid rate. Some of the additional funding is used to run an extended school during the summer to help boost skills in English and mathematics.
- Many pupils make significant strides in their personal development, developing their confidence and self-esteem. Those with profound and multiple learning difficulties and severe learning difficulties learn how to take turns and make choices. A key strength underpinning their outstanding progress is how well teachers and other adults work together to support the pupils' learning. This was particularly evident in a cricket lesson in the atrium school, where all pupils were fully involved and all developed their skills in catching, throwing and passing the ball accurately to one another.
- Education staff work in harmony with an array of medical, health and other professionals to ensure that every pupil receives the correct support they need. Such high quality cooperation makes a strong contribution to the outstanding progress made by the pupils.

The quality of teaching is outstanding

- Pupils make rapid progress because of the high quality of teaching provided. All lessons seen during the inspection featured at least good teaching and learning, and in the vast majority teaching was outstanding.
- Teaching across the school promotes outstanding learning for all pupils, whatever their ability, gender, ethnicity or particular disability or special educational needs. There are excellent opportunities in all lessons for pupils to practise and develop their skills in reading, writing and mathematics.
- In an outstanding secondary lesson in the atrium school, students made rapid progress in English because of the challenges presented and the opportunities for independent work. One girl read a poem aloud very well and with conviction. The quality of creative writing seen on display and in the students' books was original, thought provoking and most impressive.
- Lessons are planned thoughtfully and carefully so that the needs of each individual student are fully considered. Such careful planning for learning is an essential ingredient contributing to the high quality outcomes. The sensitive and appropriate involvement of other adults, such as

teaching assistants, also contributes to the outstanding outcomes.

- The school's detailed tracking systems are effective in supporting pupils' learning and progress. They clearly show the outstanding progress being made. Clear and achievable individual targets are set for all and progress against such targets is regularly and thoroughly reviewed. Pupils with recurring admissions are integrated into this review cycle when in hospital, but there is not a consistent support programme involving outreach provision for these pupils.
- Teaching has improved well since the previous inspection. Staff are skilled at adapting to a variety of situations and environments to deliver lessons that ensure high quality learning takes place irrespective of the personal difficulties and traumas being faced by individual pupils.
- During the inspection, inspectors observed staff delivering high quality lessons at pupils' bedsides, including when pupils were receiving dialysis. Very careful planning ensured that learning was not compromised.
- Teaching staff ensure that pupils do not lose ground on the progress made in their mainstream schools. For example, those studying GCSE courses remain on target to achieve their predicted grades. The progress of some accelerates greatly during their time in the school. Several parents expressed their full admiration and appreciation for the work of the school's staff. Pupils told the lead inspector that their lessons were good and enjoyable and that they were making at least good progress. This is a view that was unanimously echoed by parents.

The behaviour and safety of pupils are outstanding

- Many of the pupils attending Evelina are anxious and may be having to endure unpleasant medical procedures. Some face long hours in wards, frequently detached from family and friends; others may have had to endure long and arduous journeys. All, however, seem to enjoy their lessons, look happy, behave exceptionally well and thoroughly enjoy the social interaction that is encouraged in the classrooms in the atrium school.
- The school is calm and welcoming. Pupils show considerable pride in their surroundings and their achievements, as evidenced by many high quality displays of their work.
- Despite the medical difficulties faced by many of the pupils, attendance is very high and it is rare for pupils to misbehave. Incidents of racism or bullying, or even just unthoughtful behaviour, are extremely rare. Appropriate recording mechanisms are in place, but no incidents have been recorded for at least three years.
- Well-established routines and insistence on high standards ensure outstanding behaviour in classes and in social areas. Pupils form good friendships and their keenness to help one another, including praising one another's good achievements, is noticeable.
- The school's extensive personal, social and health education (PSHE) programme ensures that pupils are encouraged to lead safe and healthy lives. Work undertaken covers the dangers of illegal substances and the abuse of alcohol, for example.
- The personal, social and health education programme also covers the harmful impact of racist or homophobic bullying. Detailed work is also undertaken to alert pupils how to stay safe when using the internet and other forms of modern communication. E-safety, including cyber bullying, is covered well and in appropriate detail.
- All parents who responded to the inspection questionnaire (Parent View) agreed that the school keeps their children safe, a view unanimously expressed by staff as well. Pupils too say that they feel safe, valued and respected. They also know who to approach if they have a problem.

The leadership and management are outstanding

- Outstanding and visionary leadership ensures the best possible outcomes for all pupils.
- The strong and determined headteacher, who is ably supported by all her staff, is effective in driving improvements and securing continual improvement. All aspects of the school, including

the Early Years Foundation Stage provision, are led and managed most effectively.

- Senior staff and governors have a clear vision for how the school can improve further and where developments are needed. They acknowledge that more work could be done to secure an even better service for pupils with recurring admissions.
 - Achievement and the quality of teaching and learning have improved well since the previous inspection. In part this is because of improved monitoring, tracking and target setting processes as well as improvements in staff training.
 - The thoughtful and well-planned range of courses and activities, which endeavours to match what is available in mainstream settings, makes sure that everyone has the chance to succeed. The school responds to the needs of individual pupils and strives to meet these needs well. This is evident, for example, through the provision of German because some students are studying this language at GCSE. Innovation is also a feature. Evelina is one of only two known hospital schools in the whole country to offer cricket, for example.
 - The strong commitment to equality has ensured all pupils, including those whose circumstances have made them vulnerable, make outstanding progress in their learning and personal development. This is especially evident in the pupils' spiritual, moral, social and cultural development. Relationships throughout the school are excellent, with no evidence of discrimination.
 - The school is most effective at working in partnership with a wide range of other professions. The quality of this partnership work makes a significant contribution to the school's outstanding overall effectiveness.
 - The local authority knows the school well. The working relationship is a beneficial one, with the local authority providing sufficient support to enable this truly outstanding school to continue to improve.
 - **The governance of the school:**
 - The governing body is a highly effective, supportive yet critical friend of the school. It has a clear understanding of how the school is performing and holds it to account for its performance and pupils' achievements. Governors correctly judged that the school offers an outstanding level of education and care to each and every pupil. They are also fully aware of its successes and improvements since the last inspection. They analyse outcomes, including examination results where relevant. They know about the strengths in teaching and they are fully involved in ensuring that there is a close link between salary progression and the effectiveness of teaching. Through the training they have received, they understand how the performance of staff is managed. They monitor expenditure thoroughly and challenge the headteacher to account for the way that additional funds gained via the pupil premium are allocated and the impact of this. They are justifiably proud to be associated with such a very special outstanding school.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100875
Local authority	Southwark
Inspection number	403764

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community
Age range of pupils	2–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	43
Of which, number on roll in sixth form	0
Appropriate authority	The governing body
Chair	Eleanor Coker
Headteacher	Manuela Beste
Date of previous school inspection	14–15 October 2009
Telephone number	0207 1882 267
Fax number	0207 1882 265
Email address	office@Evelina.southwark.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.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 assesses 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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

