

INSPECTION REPORT

THE CHILDREN'S HOSPITAL SCHOOL

Leicester

LEA area: Leicester City

Unique reference number: 120363

Headteacher: Mr A Osborne

Lead inspector: Mrs F D Gander

Dates of inspection: 20th – 23rd June 2005

Inspection number: 268653

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Foundation special
Age range of pupils:	2-19
Gender of pupils:	Mixed
Number on roll:	125
School address:	University Hospitals of Leicester NHS Trust Leicester Royal Infirmary Leicester Leicestershire
Postcode:	LE1 5WW
Telephone number:	0116 2585330
Fax number:	0116 2471060
Appropriate authority:	The governing body
Name of chair of governors:	Mrs E Isherwood
Date of previous inspection:	24 th May 1999

CHARACTERISTICS OF THE SCHOOL

The school is based in the Royal Infirmary Hospital in the centre of Leicester. It provides education to pupils between the ages of 2 and 19 who are long or short term patients on the six main children's wards. They come from all parts of Leicester and sometimes from outside the county. The school includes the children's intensive care unit (CICU) and occasionally wards in other hospitals. Most of the pupils on the wards suffer from recurring conditions and are frequent attendees of the school. The school is also responsible for providing education to pupils in their own homes. This is known as the Outreach Service. These pupils are too ill to attend school or are recovering from treatment or surgery. Pupils supported by the Outreach Service live in all parts of the county, and travelling distance can be up to an 80 mile round trip from the hospital.

Since the last inspection, the school has expanded its provision to include a day school which is based in the hospital. This provides education for up to 30 pupils between the ages of 8 and 16. They have either medical needs or a mental health issue linked to a learning, communication, sensory or emotional /behavioural difficulty. These prevent them from attending mainstream school. Referrals to the school have increased significantly in the last two years, with 70 applications in this current academic year. The school is also in the early stages of providing education at two annexes in local secondary schools.

Currently there is a total of 125 pupils on roll, but these numbers fluctuate during an academic year, as does the number of pupils from minority ethnic backgrounds. The number of pupils attending the day school remains fairly static. There are 30 part-time day places, and these are organised so that Year 10 and 11 pupils attend each morning, and pupils in the primary phase of education and those in Years 7 to 9 attend each afternoon. There are currently 15 pupils in Year 11, 20 in Year 10, and 11 in Years 7 to 9. There are two pupils of primary age. All but one pupil are registered in their main school as well as the hospital school.

The attainment levels of pupils for which the school provides education is extremely wide. It ranges from pupils with profound and multiple learning difficulties, to pupils who are studying for General Certificate of Education (GCSE). Many of the pupils in the day school have a history of poor attendance in their previous schools. Attainment levels are below average. . Many have poor learning skills, low self-esteem, and have often been the victim of bullying. Of this group 58 per cent are identified as having special educational needs.

The school has many awards. These include:

- the Government's Award for "Outstanding Achievement in Special Education";
- the Charter Mark 1998, 2001, 2005;
- the Investors in People 1999, 2001, 2005; and
- it is listed on Ofsted's Web Site of particularly successful schools(2005).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21265	Mrs F D Gander	Lead inspector	Science, art and design, design and technology, work related curriculum
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27429	Mrs M Smith	Team inspector	Mathematics, Religious education, information and communication technology, music special educational needs.
2512	Mr B Emery	Team inspector	English, history, geography
23587	Mr A Younger	Team inspector	Physical education, modern foreign language, citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective educational provision. The expectation of high standards set by the headteacher and the senior staff ensures that all pupils have high quality continuing education from the moment they are admitted into the hospital, and if necessary, at home. The flexible organisation and smooth running of this very complex and continually changing provision is a significant strength. Due to the very high quality teaching, the very wide range of curriculum provision and the very effective timetabling arrangements, pupils are able to continue with their studies so they gain accreditation, or return to school having kept up with their peers. The school ensures that pupils who have difficulty attending education are helped to overcome their difficulties and re-engage in learning. At this they are successful, as many pupils are re-integrated into mainstream school, or achieve external accreditation and move onto further education. The school achieves all this in very cramped teaching and learning facilities. The management of funds so that the pupils can gain the most from this provision is excellent. Due to the low funding of the provision and its high quality; value for money is excellent.

The school's main strengths and weaknesses are:

- The headteacher and senior staff are excellent leaders and managers and run a flexible and highly effective provision.
- It ensures that pupils achieve very well, both academically, and in personal development.
- It ensures that the pupils are taught very well by specialist subject teachers who are sensitive to the needs of all pupils
- It has developed excellent assessment procedures.
- It provides excellent provision in spiritual, moral, social and cultural development.
- It ensures that the pupils develop their self esteem and confidence through individual advice and guidance.
- There is a chronic shortage of space, especially for day school pupils, and for administration.

Very good improvements have taken place since the last inspection in 1999. The quality of teaching has improved, mainly because the teachers now teach their specialist subjects across the whole of the provision. Governors are now far more aware of the school's strengths and areas for improvement. However, while the school has been able to acquire a few more small areas from the Hospital Trust for its use, it has been unable to meet the accommodation issue highlighted in the last inspection. Due to the increase in number of pupils and the expansion of the day school, the situation has worsened.

STANDARDS ACHIEVED

Due to the fact that the school does not have pupils for any great length of time, it is inappropriate to report on the achievements of pupils at the end of Years 2, 6, 9 and 11. However, **overall pupils achieve very well while they come under the auspices of the school.** Parents report that pupils, who are out of school for a long period of time, have not fallen behind their peers academically, and in some cases they are ahead. Pupils who have recurring conditions are, because they are well known to the staff, provided with the right level of work to enable them to carry on achieving. In some cases, because of the individual attention they get, they make great gains while in hospital or taught by outreach. The pupils in the day school achieve very well. The school's results over 4 years show an increase in the number of pupils gaining GCSEs at all levels. Attendance is an importance factor in the progress they make. This improves significantly because they feel safe and secure, their difficulties understood by staff, and they are provided with opportunities to raise their self-esteem and confidence. Attitudes and behaviour are very good; these being supported by the **excellent provision for spiritual, moral, social and cultural awareness** in the curriculum.

QUALITY OF EDUCATION

The quality of the education is very good. Pupils are very well taught in all subjects and across all the different provisions. This is because the teachers are used to teach their specialist subject, and have a special ability to teach at all abilities, ages and in any situation. The curriculum, although sometimes constrained by the lack of teaching space, is excellent. It meets the needs of all the pupils very well, and there is excellent use of homework to ensure that pupils continue learning when not attending lessons. **The quality of the Outreach Service is excellent.** A very good range of additional opportunities enriches the pupils' learning, especially in the day school. The amount of accommodation available, especially for day school pupils, staff and administration is poor. The provision of resources to support the curriculum is good. The school provides very good care, welfare, and safety. Support and guidance provided for pupils is excellent.

LEADERSHIP AND MANAGEMENT

Leadership of the school by the head teacher is excellent. The headteacher and senior staff ensure that all the work of the school is well organised and is effective in meeting its objectives. There is a shared vision for improvement, a strong belief in inclusive practice, which is reflected throughout the provision. Leadership and responsibility are devolved to the staff who are best able to provide successful results. This results in the excellent team work and the high levels of motivation displayed by staff. The governors provide very good support for the school, and fulfil their statutory responsibilities very well. Financial planning and accountability are excellent. The school's income is complex as it has a wide range of funding partners and variations in pupil numbers from week to week.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents feel they are fully involved in the education of their children, and are appreciative of the reasons of the school when pupils are admitted to hospital or require education at home. They unanimously feel the reports they receive are of a very high standard. Pupils state they feel secure and able to learn.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are to:

- Provide more suitable and an increased amount of accommodation for pupils in the day school, including changing facilities and showers.
- Ensure that pupils' education, which is taking place in the ward school rooms, is not disturbed by other children playing
- Provide office accommodation for the headteacher, deputy head teacher and staff, as well as a room for parents and in which to hold meetings.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Due to the fact that the school does not have pupils for any great length of time, it is inappropriate to report on the achievements of pupils at the end of Years 2, 6, 9 and 11

Standards achieved in areas of learning, subjects and courses

Pupils across the different aspects of the school's provision achieve very well.

Main strengths and weaknesses

- Parents report that pupils, who are out of school for a long period of time, have not fallen behind their peers academically when they return to school.
- The pupils in the day school, as they overcome their difficulties, make considerable gains in their achievements.
- Pupils in the day school do not have the facilities in which to excel in design and technology, and in aspects of science.

Commentary

1. Many children and young people of all ages can be out of school for long periods of time due to the nature of their illnesses and their treatment. Some spend long periods in hospital, and in the severest cases up to two years, while some are well enough to go home and come in for regular treatment. There are a few children who have had their surgery in a hospital in another part of the country but return to their homes and need teaching by the Outreach Service. Because of the highly organised system that the school operates, pupils become known to the school very quickly and teachers are assigned to the child. Liaison between the school and the child's own school is established immediately so that records, work, assessment and also curriculum links can be established. This enables pupils to be set work at the right level and so that it coincides with any topics which are being studied in their main school. For older pupils, the hospital school staff make rapid contact with the pupil's year head so that the GCSE work and courses can continue. Because the systems are highly organised, and very well thought through, a personal education programme is put together which enables them to keep up with their education and not fall behind. Parents felt that this was a strength. In the case of one pupil who had been educated at home, the levels she had reached were higher than her peers when she returned to school.

2. Overall, pupils in the day school are achieving very well, especially by Year 11 when they gain a range of relevant accreditation. The schools results over four years show pupils gaining GCSEs at all levels. This is very good progress for these pupils who have not attended school, and for some who have been reluctant to come out of their homes. The school's successful efforts in increasing their attendance is an important factor in the progress they make. The teachers and support staff make sure they feel safe and secure, and that their difficulties are understood by staff.

Examination	2003	2004
GCSE A to C grades	50%	26%
GCSE A to G grades	88%	66%

End of Year 9 national tests 2004	Level 4 or below	Level 5 or higher	Level 6 or higher
English	43%	57%	43%
Maths	25%	75%	58%
Science	31%	69%	46%

3. Due to the lack of facilities for design and technology pupils do not have the opportunities or facilities to excel in this subject, if they so wished. Of more importance is the lack of science facilities for investigation work which hampers the range of experiences the school can provide, and ultimately constrains the levels which pupils can achieve in their examinations. To a certain extent the lack of an art and design room also prevents pupils from working on large pieces of work and being able to achieve more through accessing it in any leisure time.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and attendance are very good. Their spiritual, moral, social and cultural development is excellent.

Main strengths and weaknesses

- The school provides pupils with an environment whether in the home or the hospital in which they thrive.
- Exceptionally high expectations of good behaviour characterise the school.
- Personal development comes on in leaps and bounds

Commentary

4. Pupils, whether they are receiving education on the hospital ward, in the day school or in the home, enjoy the educational experiences. This is clearly evident in the radically improved attendance of many pupils in the day school, and the comments made to inspectors by both pupils and parents. They clearly expressed the view that there is no harassment, bullying or racism. In all questionnaires returned to inspectors there was not one dissenting voice. Pupils are very well motivated to learn, interested in their work and very aware that they are in a public building, which is shared by many others. They enter wholeheartedly into the wide range learning opportunities offered to them, and work very hard to achieve success in lessons. Many pupils form strong friendships, which continue out of school. For those pupils who have had difficulties attending school in the past this is a particular personal triumph. Many have come through long periods of growing shyness. With sustained learning and improving relationships, the confidence of these pupils increases, and they begin to feel better about themselves and mix more freely with others.

5. The school has exceptionally high expectations of all pupils behaving well and working hard. There are a few instances of unacceptable behaviour but these are almost always connected to identified personal difficulties. Bad behaviour is not tolerated, but it is understood. Action is quickly taken, often with the involvement of parents. There have been no exclusions in the past few years. This has been accomplished by managing any pupil problems as they occur. This strategy has been very successful in ensuring the continuity of learning for a small number of pupils who present behaviour difficulties.

6. Pupils who have personal difficulties, whether connected with attending school or with their illnesses and treatment are helped to make sense of their lives. Learning is never neglected but it is nearly always in conjunction with personal help and support. Lessons in religious education (RE), citizenship and personal, health and social education make a particularly strong contribution in helping pupils to explore their values and beliefs, and to discuss things that are important to them and to society. Pupils are made acutely aware of the moral expectations of the school and society and are encouraged not to let their own difficulties become an excuse for not following rules and expectations. It would be easy for the school to be insular, but it goes out of its way to introduce pupils to a broader society by involving visitors from different walks of life to talk to pupils and, whenever possible, to take pupils out of the hospital to introduce them to new situations that can greatly enrich their lives. Many of these visits and visitors include people of different faiths and introduce pupils to the rich and varied multicultural environment of Leicester, and from further afield, such as a day trip to France last year.

7. Attendance has improved dramatically since the last inspection when it was judged to be running at almost 23 per cent. This figure now stands at 82 per cent, and the school has set itself a target to improve this still further. This figure represents very good attendance considering the nature and background of the pupils. Improvement has been accomplished by motivating the pupils to become interested in learning, setting individual attendance targets and rewarding good improvements and 100 per cent attendance. The procedures for monitoring attendance data are electronic and statistical information can be produced instantly for individuals, helping to reinforce the monitoring and review process. Lessons in the day school, on the wards and in pupils' homes start and finish on time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of the education is very good. Pupils are very well taught in all subjects and across all the different provisions. The curriculum, although sometimes constrained by the lack of teaching space, is excellent. The teachers use of homework to ensure that pupils continue learning when not attending lessons and to make up for the shorter day is excellent. Unusually for a hospital school, the curriculum is supported by a very good range of additional opportunities that enrich the pupils' learning. The amount of accommodation available, especially for day school pupils, staff and administration is poor, and the school has a great seal of difficulties storing resources. The school provides very good care, welfare, and safety, and the support and guidance provided for pupils is excellent.

Teaching and learning

Teaching and learning are very good. Assessment is excellent.

Main strengths and weaknesses

- The majority of teachers are subject specialists and have a high level of subject expertise and high expectations.
- The teachers plan and use a wide range of different teaching methods so that pupils are helped to learn.
- Teachers make very good use of ICT for teaching and learning.
- All staff encourage pupils to develop positive attitudes to learning, and there are consistently high expectations for very good behaviour.
- The statement of needs and excellent assessment procedures form the basis for individual education plans and personal education plans.

Commentary

8. The use of teachers who are subject specialists to teach their subject across all of the provision has been implemented since the last inspection. This has improved the quality of teaching because teachers have fewer subject for which to plan, and are able to make sure that pupils are assessed accurately and continuously in their particular subject. In addition they also have high expectations for pupils' learning; set challenging tasks, and are confident in their use of terminology and use of specialist equipment. This level of expertise contributes well to pupils' very good achievements. Because teachers have only one or two subjects to prepare and concentrate on, they produce excellent lessons plans where the depth of their subject knowledge is evident. Lesson planning shows what pupils are expected to have learnt and these outcomes are clearly linked to assessment.

9. Overall teaching is very good, and in almost all lessons teaching was at least good. There is also a consistency in the quality of teaching across the school. This is commendable, especially as teachers find themselves teaching in many different situations and pupils with whom they have to establish as relationship with at a very short notice. Occasionally it is also for a short period of time. Teachers are extremely adaptable, going from teaching GCSE level with one pupil to teaching three pupils in a playroom who are all different ages and abilities. Occasionally teachers find themselves

teaching pupils who have profound learning difficulties, or motivating those who are ill or depressed. From time to time they find themselves having to teach pupils with special educational needs that they have not previously encountered, and have to quickly understand the pupils' needs, and sometimes mode of communication. Teachers work hard during the initial session with a pupil to understand the different learning styles and the levels at which pupils are learning. In response they use different teaching methods. Teachers are meeting the learning needs of all pupils, aided by the good use of resources and appropriate levels of work, based on their knowledge of pupils' ability and prior achievements.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	16 (54%)	12 (40%)	1 (3%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

10. The management has invested highly in ICT and it is used very well to support pupils' learning. Both the classrooms in the day school have an interactive computer whiteboard. These are used very effectively in almost all lessons. For example, the lesson objectives appear on the interactive board at the beginning of lessons. There are computers in all classrooms as well as the ward schoolrooms. Teachers and pupils, including those being taught at home, have access to a laptop. A very good range of appropriate programs is used for each lesson, and teachers are very skilled in obtaining a balance between using ICT for teaching and allowing pupils to use it for learning.

11. The expectations that teachers have for pupils' behaviour and attitudes to learning, whether they are taking place in the home, on the wards or in the day schools, are very high. This means that pupils are interested in their work and remain on task; often when perhaps they are not feeling particularly well or are distracted by the appearance of visitors. The teaching assistants play a part in this by being aware of when pupils are not working as well as they might. Because teachers, especially when dealing with pupils in the day school, are committed to developing personal as well as subject skills, activities often require pupils to listen, take turns, work independently or collaboratively, and also to celebrate each other's success. Homework is used extremely well to extend and reinforce learning, and also to make up for the shorter school day. Marking of pupils' work is a strength and the school has managed to achieve a consistent approach to this. There are very clear comments for improvement which even the youngest pupils can understand.

12. The excellent assessment of personal development and academic progress gives the accurate information which is used to produce clear, measurable, achievable targets in all subjects. For all pupils, including those with a statement of special educational need, parents' priorities and pupils' views are all taken into account. Pupils are fully involved in the assessment process, knowing their targets and how they need to improve to achieve them. They take this very seriously and their self-evaluation is honest and usually accurate. For pupils who have low self esteem and feel failures this has a considerable effect on improving their well-being. All information collected is shared with colleagues who teach the pupil. Progress is shared with parent, the senior management team and their mainstream school. This enables the pupil's school to have a very clear picture of what the pupil has achieved while they have been in hospital or having home tuition. It also supports the reintegration process or the preparations for day school pupils to move on to further education.

The curriculum

Curriculum provision is excellent, resources are good but accommodation is poor.

Main strengths and weaknesses

- The curriculum is very relevant and provides pupils of all abilities with equal access and opportunities for accreditation.
- There are innovative approaches to curriculum management and planning so it includes subjects that are not normally taught in hospital schools.
- Provision for pupils with special educational needs is excellent.
- There is insufficient teaching space for pupils in the day school, and a lack of changing and showering facilities.
- The lessons in the ward school rooms are sometime disrupted by other children playing or visitors.
- There are no rooms available for meetings, and those available for senior and teaching staff are inadequate.

Commentary

13. There has been good improvement in what was already a very good curriculum at the time of the last inspection. A very strong feature of the curriculum is the innovative approaches used in planning and the impact the breadth, relevance and enrichment of the curriculum has on pupils' achievements. The headteacher is committed to an approach where 'the curriculum drives the school' and he is ably supported by his staff who demonstrate the same commitment and pupils express their support for a 'proper' but interesting and enjoyable curriculum experience. The curriculum provides very well for pupils of all abilities including those pupils with significant special educational needs (SEN). The school uses a sensory curriculum for pupils with profound and multiple learning difficulties (PMLD) so that it builds on the curriculum used by their own schools, and ensures that they continue to make progress. In Years 10 and 11, all pupils are helped to continue with their accredited courses, such as GCSE, Certificate of Achievement and ASDAN. Pupils' personal development is promoted very well through a wide range of opportunities including discrete PSHE lessons, humanities, citizenship and health, sex and drugs education.

14. A very strong feature of the curriculum is the imaginative and innovative approaches which have been used in its management and planning. As a result, despite all the obvious obstacles, subjects which are not normally found in hospital schools, such as physical education are part of the pupils' experience. A very wide range of enrichment activities is included. These include performing arts and competitive sport. There is also an excellent commitment to the use of homework. It is regularly set, all pupils are expected to complete it and it is always marked. A recent imaginative and innovative development is the introduction of a school website and lessons on CD Rom for pupils at home to work on.

15. The provision for pupils with SEN is excellent. The work that the school provides for them is based on the excellent assessment of personal development and academic progress. The Special Educational Needs Co-ordinator (SENCO) liaises with the SENCO the mainstream school, and provides information for, and attends Annual Reviews. All information collected is shared with colleagues who teach the pupil. Liaison with outside agencies ensures that these pupils receive all available support. The rigour with which the systems are used ensures that pupils' learning needs are very well met through an appropriate curriculum.

16. The accommodation in the hospital in which an increasing number of children is taught is poor. This was an issue at the time of the last inspection in 1999. Although the management of the school have acquired additional space through their constant discussions with the Hospital Authority, over the period of time the number of pupils now in the day school has increased. It is only the energy, commitment, and inventiveness of the staff which prevents it from impacting negatively on pupils' achievements. The teaching of 30 secondary aged pupils in two rooms – with

no specialist facilities is not appropriate. However, there were many examples during the week of the inspection where these cramped conditions could affect the achievements of pupils. For example, some Year 11 pupils were trying to revise for GCSE examinations in the back of a class where another lesson was being taught, and was very distracting for them. There were several examples of where two lessons are taught in one class at the same time. There is no dedicated space for design and technology, investigative science, and no appropriate physical education areas, especially for changing and showering. The pupils have no recreational areas or private areas for social times, discussion or having lunch.

17. Pupils, who are ill and taught on the wards, receive their lessons in the play-room of the wards. This is shared space and there are occasions when younger children who are not receiving education, or who are children of visitors come into the room to play while lessons are taking place. This is very disruptive for pupils. There are also times when these rooms are used by visiting families.

18. There is no personal space for staff in the form of a staff room. While they have a work preparation room it is in a different building and part of the hospital, and limits their access to their resources. The accommodation for the headteacher and deputy is totally inadequate. They share an office which is too small for even one person and has no natural light or ventilation. In addition, there are no rooms in which to meet parents, hold meetings, or carry out assessments.

Care, guidance and support

Provision for ensuring pupils' care, welfare, and health and safety are very good. The support and guidance provided for all pupils is excellent. Arrangements for involving pupils in the work of the school are good.

Main strengths and weaknesses

- The school provides a caring and secure environment.
- The advice and guidance available to pupils provides excellent support for their learning and personal development.
- Pupils' relationships with staff are excellent and this contributes strongly to pupils' achievements.
- Pupils in the day school are given very good support to make decisions about the next stage of education.

Commentary

19. The school takes very good care of its pupils. Arrangements for child protection are secure with the member of staff who has designated responsibility for this role being properly trained to carry out the associated duties. Health and safety procedures are in place and are followed closely, although the cramped and inadequate accommodation creates a number of problems with storage of resources. These at present are unavoidable until more space becomes available. A well-maintained and comprehensive system for Internet security includes filters to prevent pupils viewing unsuitable web sites.

20. The pastoral system operates very effectively and provides outstanding levels of support and guidance. Information about pupils' performance is used to set both academic and personal targets and offer advice for improvement. Pupils' progress is carefully monitored and extremely well documented by all staff. Comprehensive performance data is collected weekly in the form of graphs and any deterioration in levels can be quickly spotted. This allows staff to intervene at a very early stage to offer guidance and advice. It also demonstrates to the pupils that the staff are monitoring their performance closely. Good performance or efforts to improve an attribute are recognised by providing token economy merit rewards, which can be built up and exchanged for shopping vouchers.

21. Pupils find staff very approachable and are confident to discuss any problems or concerns with them. Well-targeted additional support is provided for pupils requiring extra help to boost their confidence and self-esteem. Pupils with mental health issues or physical disabilities are given very good levels of care and support, and in turn are very well integrated into school life. Close links are maintained with associated specialist outside agencies, especially those co-located in the Royal Leicestershire Infirmary. Very good and detailed induction arrangements are in place for pupils joining the school part way through their mainstream education. These include home visits by staff, pupil interviews, as well as parental and student information packs and home school contracts.

22. Arrangements for seeking pupils' views are based on staff knowing the pupils very well and on the excellent relationships they have created with them. The pupils are therefore not afraid to air their views either in small group sessions or individual interviews. The school management listens to pupils' opinions carefully and reacts positively if they feel any changes suggested would improve the effectiveness of the school. Recent changes have been made to the school uniform and marking policy following discussions with the pupils.

23. Pupils in the day school are prepared very well for leaving. This is accomplished with support from the Connexions Service, the careers lessons, and the Work Related curriculum (WRL). Careers education is fully established and follows a well organised programme in Years 9 to 11 where it is taught as discrete units within the curriculum for personal, social and health education. Governors and business groups provide the pupils with mock interviews and work experience is organised for pupils in Year 11. Pupils have good access to careers advisers from the Connexions service, and to relevant computerised information, to help them make fair and impartial decisions about their future when they leave school. The introduction of an integration officer has helped strengthen relationships with the other schools, which hold the dual registration of the pupils, this has improved and speeded up the reintegration of pupils into mainstream education

Partnership with parents, other schools and the community

The school has developed very good links with its parents, and with the community. Links with other schools and colleges are also very good. The provision of educational support programmes for the school's outreach pupils is excellent.

Main strengths and weaknesses

- Parents receive excellent reports about pupils' progress and the standards they have achieved.
- Outreach activities are excellent and very well planned to meet the needs of the identified pupils.
- Very effective links have been established with other schools and colleges, which ensure pupils reintegrate into mainstream education as soon as they are able.

Commentary

24. The school provides a very good range of information, which keeps parents well informed about all aspects of school life. Excellent progress reports are sent to parents each term with a variation of formats dependent on pupils' ages and capabilities. The reports provided for older pupils are very detailed and contain clear information on how pupils are performing in each subject studied. They also show attendance and homework completion statistics for each subject area, together with academic and personal targets for the future. The reports are also shared with the dual-registered school in order to maintain contact and continuity. Parents unanimously feel the reports they receive are of a very high standard and appreciate the effort that the school has taken to produce such high quality documents. The prospectus and governors' annual report are clear and informative documents which fully meet requirements. However, the annual report is currently in the process of being redesigned to make it more interesting and informative for parents.

25. Arrangements for canvassing parents' views about the way the school operates are collected on 'customer care cards' and provide a good snapshot of parental perceptions. Parents are fully involved in the procedures for reviewing statements of special needs and the development

of personal education programmes. The school has an active 'Friends Association', which organises both fund-raising and social events. The group has recently raised extra funds to purchase a special needs computer.

26. The school has developed very high quality outreach programmes planned to meet the specific needs of each individual pupil in their own home. The school provides a complete package, including laptop computer with printer and internet connection, fax for transmitting and receiving homework, and personal organiser for timetabling sessions. Senior managers and subject leaders monitor the effectiveness of the individual's programme at regular intervals and readjust targets or workloads when necessary. When it is felt that the pupil can reintegrate into mainstream education, all parties are consulted and informed of any decisions made. The systems developed by the school for this activity and the calibre of the tutors are outstanding and provide very good value for money.

27. The school has very good links with the community. Local organisations and businesses contribute to work-related learning through opportunities for pupils' work experience and actively help pupils with interview skills and careers advice. The school also contributes to the local community by providing musical events and carol concerts in the hospital and fund raising for local charities.

28. Links with other schools and colleges are very good. The relationships with the dual-registered schools have improved since the school created the post of integration officer. This role has provided support and encouragement to pupils, parents and to other schools, when the pupils have been reintegrated into mainstream education. The school also shares termly performance information and gathers formal feedback on its own performance from the pupils' mainstream schools. A number of combined visits and residential experiences have been organised with other local schools, which not only help develop social skills but also provide a valuable stepping stone for reintegration. The senior management team plays an important role in sharing good practice with other hospital schools and local special schools and is seen as an important source of specialist information.

LEADERSHIP AND MANAGEMENT

Leadership and management are excellent. The leadership and management provided by the headteacher and other key staff are excellent. Governance is very good and all statutory requirements are met.

Main strengths and weaknesses

- The head teacher inspires staff and pupils to achieve very good results.
- Monitoring, reviewing and evaluating school performance data is excellent.
- Excellent assessment systems inform planning and ensure pupils work to their capability.
- The governing body is well informed and supports the school with great rigour and openness.
- Excellent financial management enables the school to provide outstanding value for money.

Commentary

29. Leadership of the school by the head teacher is excellent. There is a shared vision for improvement and a very high capacity to succeed. The head teacher takes the lead very successfully in key areas both in school and nationally. He and his deputy are founders of the National Association of Hospital Schools and he was the founder and first Chair of the City of Leicester Special Schools Head's Association. These initiatives have led to the sharing of good practice across a large number of schools, including the Hospital School. His strong belief in inclusive practice is reflected throughout the school. The school is very successful in moving pupils on to mainstream schools and the establishment of an integration officer has improved the effectiveness of this process considerably. There are long term plans for increasing the level of integration as a result of developing teaching space in a number of local schools. The headteacher

strongly supports 'Leadership for All' where leadership and responsibility are devolved to the staff who are best able to provide successful results. This system works well and is visible in the excellent team work and the high levels of motivation displayed by staff.

30. The headteacher and senior staff ensure that all the work of the school is well organised and is effective in meeting its objectives. The organisation of the school is very complex in that it accommodates variable numbers of ward patients from day to day, and set numbers of day school pupils and home taught outreach pupils. This requires highly motivated and very adaptable staff, which the school has been very successful in recruiting. The school is a calm, well ordered community with a very positive ethos which is built on the celebration of success. Pupils work hard to do their best, coping with their difficult circumstances and with their learning, because they enjoy the activities provided for them and the recognition for being successful. They feel safe, valued and happy at school, and this is a strength. They respect and trust staff and have excellent relationships with them and increasingly with other pupils. The performance management procedures are well established for teachers and contribute to the high quality of teaching and learning seen during the inspection. Teaching Assistants and other staff also have formal appraisals each year with set performance objectives, and these all ensure that the whole school team is working for the benefit of all pupils.

31. The headteacher and senior management successfully combine the demands made by national and local initiatives with the school's own identified priorities. This very good strategic leadership has led to improved provision. The head teacher and his deputy are effective in managing the staff, and have developed a strong sense of teamwork and a commitment to improvement. The senior management team and subject leaders fulfil their responsibilities effectively. There is a good quality school improvement plan which is based on school priorities and contains success criteria, milestones, realistic time scales, and defined responsibilities. Recently the senior management team and governors have been successful in improving the very inadequate accommodation to take increased numbers of pupils, although the headteacher recognises further improvement is needed. The full resolution of the accommodation constraints will only occur with a firm decision regarding the allocation of space in the planned new Children's Hospital.

32. Systems for monitoring and evaluating pupils' progress are led by the deputy headteacher and discussed with subject leaders regularly. Pupils are systematically assessed, and teachers are skilled in identifying gains that pupils make. Performance targets in both academic and personal development are discussed and reviewed with pupils and new targets agreed if necessary. This data is used to inform lesson planning and is held electronically so it can be accessed instantly to compare pupils' rates of progress over time.

33. The governors provide very good support for the school, and fulfil their statutory responsibilities very well. Governance operates through sub-committees, which cover all aspects of the school's work. Governors work closely with the headteacher and staff using their individual knowledge and skills to enhance provision. They are very well informed about the work of the school through regular contacts and their own focussed visits and have benefited from the pre-inspection self-review process. As a result their involvement with the schools self-evaluation and strategic planning has improved since the last inspection.

34. Financial planning and accountability are excellent. The school's income is complex as it has a wide range of funding partners and variations in pupil numbers from week to week. The finance governor is very knowledgeable and competent in this area and ensures that financial decisions are monitored and thoroughly reviewed against the principles of best value. The administration understands the budget very thoroughly and is able to provide accurate statistical information quickly. The finances and resources provided to support school improvement are efficiently used and thoroughly monitored and evaluated. The school provides excellent value for money.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	652460
Total expenditure	653107
Expenditure per pupil	6000

Balances (£)	
Balance from previous year	45960
Balance carried forward to the next	45316

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. It was not possible to observe any sessions that involved children in this stage of education. The two pupils supported by the school through Outreach were receiving and recovering from specialist treatment. When children under the age of five are admitted to the wards, it is usually for short periods of time, such as a few days. They are made known to the school immediately and a suitable range of activities is organised. In the main, children are initially too ill to take part in activities. Children who are regular visitors to the hospital for treatment or for recurring conditions are well known to staff, and liaison between the hospital school and their own school is set up. This enables them to keep up with their peers.

SUBJECTS IN KEY STAGES 1, 2, 3 and 4

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision for English is **very good**.

Main strengths and weaknesses

- Due to the very good teaching pupils of all abilities and in all areas of the school's provision achieve very well.
- Assessment is very thorough.
- The subject is very well led and managed.
- Literacy is promoted well across all areas of the curriculum.

Commentary

36. Pupils of all abilities achieve very well. Achievement is very good in speaking and listening and in writing. This is because teachers have very high expectations and pupils are encouraged to recognise the importance of language and literacy skills. The high quality of the teaching has a very positive impact on pupils' achievements. For example, in a lesson with Year 5 pupils concerned with descriptive writing, very skilled and sensitive teaching encouraged pupils to describe one of their grandparents. When asked 'what does your Gran look like?' the pupils, feeling secure with the teacher, were able to make appropriate and mature responses which the teacher skilfully used to underline the importance of description in writing. In another lesson with Years 7, 8 and 9 pupils focusing on reading, very effective techniques were used to engage pupils' interest and reinforce both their reading skills and to impress upon them the importance of literacy in life generally. Using a whole class approach and the interactive whiteboard the teacher set up quiz type activities which the pupils enjoyed, joined in willingly and improved their understanding of certain groups of words, for example, those with sounds such as 'ea' and 'tion'. In a Year 10 lesson a pupil studying for GCSE accreditation working on coursework arrangements addressed transactional writing. With sensitive and informed support from the teacher the pupil studied articles and suggested how transactional writing was used. Due to the very good teaching and the quality of relationships the pupil made very good progress in her understanding and knowledge of an important part of her coursework. Working with all lower ability pupils, teachers demonstrate their good expertise in the teaching of language and literacy. The teaching of writing skills is good, although sometimes pupils' circumstances make this difficult. Nevertheless, higher attaining pupils write for a wide range of purposes and audiences. They use increasingly complex sentences and punctuation is generally accurate. Lower attaining pupils use computers to improve their writing skills, for example, understanding how to make a sentence using pictures.

37. As a result of the very good teaching pupils of all abilities make good gains in their knowledge, understanding and skills which are very effectively recorded and monitored within the very good assessment arrangements in place. When working with all pupils, the teachers are very aware of the level of attainment at which pupils are working. This is because of the very thorough assessment which takes place as soon as a pupil is admitted to the hospital school or onto the Outreach Service lists.

38. The subject is very well led and managed, by a teacher with good subject knowledge and understanding and good organisational skills. She supports colleagues where possible and is keen to promote the subject into new areas, for example, closer monitoring and evaluation of teaching and learning across all aspects of the school's work. This has improved since the last inspection. Resources for English are good, ICT is used very well when appropriate and due to the very good teaching, pupils have very positive attitudes showing enthusiasm and interest in the subject.

Literacy across the curriculum

39. Literacy is developed very well in subjects other than English. Teachers present pupils with many opportunities to speak and listen, for example, they frequently ask different questions to pupils of different abilities in order to ensure all pupils listen and are challenged. Key words and vocabulary are presented in all subjects with reminders to pupils of their importance. Pupils use books well to find information, they read newspaper articles and some read for pleasure. Pupils write for different purposes and audiences throughout the curriculum. Teachers always find the correct balance between the subject content and reinforcing literacy and communication skills whenever possible.

French

Only one lesson was observed so there is insufficient evidence to make an overall judgement of provision. Pupils' work was sampled and a discussion was held with the subject leader.

40. Pupils are given good opportunities to continue their learning of a modern foreign language. For most, this is French but there is also the facility to study other languages, such as Spanish and German. Pupils work is very neat and well presented, demonstrating the high expectations of the teacher and the strong commitment of pupils to do as well as they can. Work is carefully and accurately marked with accompanying grades awarded for effort and achievement. These grades show that pupils are trying very hard and achieving standards that are about average for their age. Most pupils are expected to gain an average, or slightly below, GCSE pass at the end of Year 11, though a few higher attaining pupils are likely to do better. The lesson observed was good. It was immaculately planned and the Year 10 pupil made good progress in learning how to express concerns over 'lost property.' The teacher used French confidently in discussion, helping the pupil with pronunciation and grammar but occasionally hurrying too much with the result that the teacher did a lot more of the talking than the pupil, limiting opportunities for the pupil to develop her speaking skills more effectively. Nevertheless, samples of pupils' work show that they are developing good speaking skills, for instance through the preparation of oral presentations about themselves and their interests. The subject leader's portfolio is very well organised, demonstrating good management skills and including a very good development plan. Every other year, a group of pupils has the opportunity to make a day trip to France. This gives them a good opportunity to sample French culture and to practise their speaking.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well because of very good planning based on excellent assessment.
- Exciting lessons motivate pupils to do their best.

- The subject is very well managed

Commentary

41. The wide range of ability combined with the diversity of special needs makes detailed planning for individual progress essential. This is excellent and plays a significant role in individual pupils' achievement. When pupils come into the school the initial assessment forms a firm baseline for identifying at which level work needs to be planned. Work is therefore very well matched to ability so that pupils are challenged but confident that they can succeed. Marking is constructive and challenging: pupils are encouraged but not allowed to be complacent. They know what they need to do to improve. Mental maths is especially good and pupils change percentages into decimals with ease and enjoy it. In Year 10, the quick response to new learning in a lesson on sequencing, gave clear evidence of a good foundation in mathematics. Pupils are given opportunities to gain the most appropriate accreditation, including GCSE at foundation, intermediate and higher level. The links with partner schools are strong so pupils who are in hospital, or receiving outreach support for only a short time are enabled to follow their school curriculum and also prepare for examinations.

42. Lessons are exciting and stimulating: the teachers' enthusiasm is infectious. The interactive whiteboard is used very effectively in class based lessons and a range of resources, including laptops, motivates pupils on the wards or at home. Both oral and written tasks are targeted accurately whether learning is one to one or in a class of mixed age and ability. Ongoing assessment is very good; teachers and teaching assistants constantly monitor pupils' understanding. Teaching assistants are well briefed and effective, and make a strong contribution to pupils' achievement. Relationships are excellent and lead to improved self-esteem and self-confidence.

43. The co-ordinator manages the subject very effectively so that pupils achieve very well whatever their age, ability or special need. Curriculum planning and schemes of work to deal with this wide range are necessarily complex, but have been produced very effectively. This has improved since the last inspection. A bank of lessons and resources is available for non-specialist teachers on the wards or on outreach. Achievement is monitored rigorously and appropriate action taken when necessary.

Mathematics across the curriculum

44. The use of mathematical terms, awareness of distance, proportion, and time as well as counting and simple calculations were seen in many lessons other than mathematics.

SCIENCE

Only two lessons of science were seen during the time spent in the school. It is therefore not possible to provide judgements on the overall quality of the provision. However, there is sufficient evidence to provide judgements on achievement and teaching from the results achieved by pupils and the quality of their work.

45. The provision for science for all pupils is high priority within the school's curriculum and has improved since the last inspection. It is taught very effectively by a specialist science teacher to all pupils, whether they are in the day school or receiving home tuition. The teaching of science to children who are patients on the wards is sometimes taught by other members of staff. These work effectively as a team with the main teacher/co-ordinator. All have a very good knowledge of the subject. Pupils' work shows that these teachers are extremely adept at planning and teaching the study areas from the National Curriculum to pupils of all abilities and ages. This includes some very good examples of pupils with profound and multiple learning difficulties being taught the subject through a sensory approach. Pupils in the day school who are of secondary age, and who sat their end of Year 9 national tests in 2004 achieved very well, especially as the majority had experienced disrupted education previous to attending the day school. Almost half of them attained a higher than average level.

46. Overall across the whole of the school's provision, pupils' achievement in science is good. However, for pupils in the day school who take GCSE it is only satisfactory, as in 2004, only 50 per cent of pupils in Year 11 achieved a C grade; the rest did not do as well. This is because the school has no facilities for teaching the practical aspects of the subject; the investigation work has to be carried out in a classroom environment rather than a laboratory situation. This means that the teacher has to plan very carefully so that health and safety is not compromised. Investigation work is limited as there are no facilities for dealing with fumes, and no water or heating facilities. In order to overcome this, the co-ordinator has developed a working relationship with a local secondary school, and some pupils have access to one of the school's science rooms for one session a week. However, it is only available in the afternoon and not in the morning when the year 10 and 11 pupils attend the day school. Good use has been made of this facility and for pupils in Years 7 to 9. Because there is no science room, there is very little storage space for resources. Once again the staff have been innovative through making use of their location on a hospital site. Staff do from time to time borrow resources from specialist departments, make visits to specific departments such as the haematology department. In addition, they use the expertise of people in the hospital to provide talks to pupils on areas such as drugs awareness.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- Very good planning, assessment, and provision of resources lead to very good achievement
- Teaching is very good because teachers are enthusiastic and have very good knowledge of the subject
- Co-ordination, and planning for future development, are very good

Commentary

47. Pupils achieve very well because teachers' planning is based on accurate and ongoing assessment. All pupils have access to laptops whether working in classrooms, wards, or in their own homes. In the classroom, the interactive whiteboard is used very effectively. For younger pupils work is planned to meet individual needs, for example, a pupil in Year 5 learning basic skills using "Draw". In a lesson about the internet for pupils of mixed ability in Years 7, 8 and 9, the teacher targeted questions skilfully, produced differentiated worksheets, and provided one to one support for two pupils. Even in a class made up of all Year 10 pupils, three levels of worksheet were needed. Each pupil's progress was carefully monitored by the teacher and the teaching assistant to make sure that they understood and could complete the tasks. As a result all pupils learned very well, met their targets and enjoyed a sense of achievement. Older pupils gain the most appropriate accreditation including short course GCSE, Clait (Computer Literacy and Information Technology), or Key Skills. One pupil working towards a predicted A* has produced a file of very well researched, beautifully presented work. The written work of all the pupils is very well presented with good levels of literacy.

48. The combination of high expectations and very good teaching strategies motivates pupils and enables them to succeed. Lessons are very well planned, with very clear objectives and timed activities, so the pace is good and pupils stay on task. Pupils are aware of the objectives and can say if they have achieved them. Self-evaluation is used very well in lessons, and pupils' work samples show that this is a well used tool. Pupils are also encouraged to problem solve using past experience before asking for assistance. One Year 8 pupil used her knowledge of other software to deal with a difficulty she had with an unfamiliar programme. Teachers know their subject well and make the work interesting and relevant. Pupils build on their computer skills, access the internet, and learn about the place of technology in everyday life. They know how to access information and to make judgements about its reliability. Emails are exchanged with pupils in an African school.

49. The subject is very well managed with schemes of work and lesson plans to cover all areas of the curriculum. Monitoring and recording of pupil progress is very good, as is reporting to parents and mainstream schools. The co-ordinator and the senior management have a very clear vision for the subject and exciting plans for future development. Webcams are ready to install to link pupils in the wards with the classroom, giving them access to the interactive whiteboard. Future development will include pupils receiving outreach support in their own homes. There have been very good improvements since the last inspection.

Information and communication technology across the curriculum

50. The interactive whiteboard is used very effectively to enhance teaching. Pupils' access to laptops and to the internet provides opportunities for learning in all subjects, and in locations other than the classroom. ICT is used well in the completion of art and design tasks. Its use allows pupils who are confined to bed to have some experiences of designing, drawing and colour matching and filling.

HUMANITIES

During the inspection three lessons in this area of learning were observed; one in religious education and two in history. This is insufficient to make overall judgements on the provision. Pupils' work was sampled and a discussion was held with the subject leader.

History and geography

51. In the lessons sampled, teaching and learning were good. For example, in a history lesson pupils in Years 3 and 5 were studying Viking invaders and the Victorians. Good teaching in this lesson, despite the mixed-age group and different topics, meant that pupils developed a good understanding of how and why the Vikings invaded the British Isles, or how Victorian children were treated at school. In another lesson in Year 10, pupils studying patterns of family life identified sources to discover popular and dominant views. Because of good teaching they were able to question some perceptions and popular myths. Teaching and learning in both these lessons were good, with good subject knowledge by the teacher and clearly evident progress in pupils' understanding.

52. A new subject teacher is bringing enthusiasm for history (particularly) to the school. She is not reliant on worksheets and presents work in an interesting and challenging way. Subject development plans are good and show an intention to introduce more geography into the humanities curriculum. Resources are good, including a small range of good artefacts.

Religious Education

53. It was not possible to observe enough religious education lessons to make a sound judgement on provision. The two pupils receiving individual sessions on the wards achieved really well. The very well planned curriculum is based on the local agreed syllabus. The co-ordinator has raised the profile of religious education in the school and has given pupils the opportunity to gain very good accreditation, achieving mostly A* to C grade. Pupils who come into the school too late to undertake the full course are entered for a short course to ensure some form of accreditation. There is a file of plans with worksheets, for short courses of six to eight weeks and stand alone lessons for short term admissions. Written work is very good and very well presented.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Five lessons were observed in this area of learning. Two of these were in art, and three in physical education (PE). Evidence concerning design and technology (DT) and music was gathered from interviews and analysis of work.

Physical education

Provision in physical education is **very good**.

Main strengths and weaknesses

- A wide range of activities is very well taught to pupils in very challenging circumstances.
- Pupils make very good progress in swimming and team building exercises
- Leadership and management are very good.

Commentary

54. Medical concerns and advice often limit possibilities for physical exercise for a few pupils. These pupils are still involved in physical education, either through theoretical studies or through sensory activities. A girl who was too unwell to take exercise, for instance, has started to compile a leaflet about her interests in a sport of her choice. The starting point for this was a very well taught lesson in which the teacher sensitively talked about the pupil's participation in sport before she became ill and involved her well in planning the presentation and possible content of the booklet. In a more typical lesson, a group of day pupils of mixed age and ability made very good progress in developing their catching and passing skills in preparation for a wholehearted and good natured game of rounders on the one lawn in the hospital grounds. This was very well taught, with a stimulating variety of related exercises, which was carefully planned to ensure that all pupils, including those in wheelchairs, could be involved. An added bonus was the very strong social element of the lesson, with lots of conversation and the strong promotion of teamwork and tolerance.

55. Swimming is a strong area of the curriculum. An instructor teaches it in a local pool. Nearly all of the pupils who can be involved make very good progress in improving their style and endurance and many also develop good survival and rescue skills, leading to qualifications. Team building exercises at a local outdoor pursuit centre form an important part of the PE timetable. Photographs and reports show, and describe, pupils working well as a team, listening to others and sharing ideas enthusiastically. This is a great boost to many pupils who in the past have lacked confidence and it makes a great contribution to their personal development.

56. The subject is imaginatively and very well led and managed. The best possible use is made of very limited facilities and the programme has been very successful in encouraging the active participation of as many pupils as possible. This has improved since the last inspection. The reporting of pupils' involvement and progress is thorough and very effective and pupils are fully involved in assessing and evaluating their growing fitness and ability to solve problems in team building activities. Activities are very carefully planned to include all pupils and there has been particular success in getting girls to participate enthusiastically.

Art and Design

Provision in art and design is **good**.

Main strengths and weaknesses

- The very good teaching and development of the subject has led to an increase in achievement.
- The unsatisfactory accommodation limits the range of experiences and pupils' chances for independent work.

Commentary

57. Pupils across the whole of the provision achieve very well in this subject. This is because the subject is taught by a teacher who has risen to the challenge of developing the subject and raising standards. This subject has improved significantly since the last inspection, as now one teacher is responsible for teaching in the day school and to children being educated at home. This teacher provides advice for teachers who are teaching art activities to children on the wards and therefore has a complete overview of the quality of the work, the curriculum and the difficulties that arise in teaching art to pupils who maybe lying in a hospital bed. The teacher has developed the subject very well over the last two years by attending in-service training, visiting other schools and by assessing and preparing pupils for GCSE examinations. As a result, the number of pupils in the day school who achieve GCSE in this subject has risen. All of them of them attained between an A and D grade; with half of the pupils attaining A to C grade. So that pupils have a greater range of artistic opportunities, visits from working artists have been introduced. This not only extends them as artists but compensates for some of the deficiencies in the art facilities. For example, during the inspection a potter came into school and worked with pupils on the making of pots, taking the pots away to fire them in her kiln.

58. The art facilities for day school pupils, especially the older ones, are poor. Because art is taught in one of the two classrooms, any work has to be packed away at the end of the lesson. There are no spaces for pupils to leave out pieces of work so that they can be continued at another time, or for example, to dry. Pupils, who wish to finish work for exams in their free time, cannot do so. There is no sink or water in the room, and the storage space available for resources is almost non-existent. This means that the use and purchase of resources has to be carefully planned and purchased. In addition, sometimes other teaching on a one-to-one level has to take place at the back of the room where the art lesson is being taught. The achievement of pupils is a credit to the school considering the lack of facilities, and the school makes sure that their achievements are celebrated by displaying their work in the corridors of the hospital.

Design and technology

59. Design and technology is not taught as a specific subject to those pupils in the day school because of the lack of a room in which to teach it. This puts pupils at a disadvantage when they go back into mainstream education. Pupils who are patients in the hospital or who are supported by the Outreach Service are provided with some design and technology experiences within some art activities which they complete.

Music

60. No music lessons were taught during the inspection period so it is not possible to make a judgement on provision. Music is taught by a music specialist for three days a week. There are separate schemes of work for pupils with severe learning difficulties and a sensory curriculum for those with profound and multiple learning difficulties. Pupils are given opportunities to perform and to gain accreditation from the Associated Board of the Royal School of Music. Assessment, recording and reporting of individual progress are very good. Pupils recently enjoyed live music from visiting musicians such as an African drumming group, a percussionist and a string quartet. They

have visited lunch-time concerts, and raised money for charity by singing carols in the shopping centre and drumming in the hospital canteen.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Three lessons were observed, two in citizenship, one in careers education. A sample of pupils' work was analysed and a discussion was held with the subject leader.

61. Personal, social and health education (PSHE) is seen as having high priority for all pupils who are part of the school, whether it is for a short time, for a longer stay. This includes those who are part of the Outreach Service. There is an emphasis on building self-esteem, confidence, and developing relationships

62. For pupils of primary school age, citizenship is taught alongside personal, health and social education; for older pupils it is taught as a separate subject, leading to a GCSE course in which nearly all Year 11 pupils are expected to gain passes this year. For these pupils, this is a good achievement. The two lessons observed were well taught. In one a primary aged pupil responded well to a challenging lesson, making sensible observations about how advertising influences the public's choice of eating habits. The teacher made perceptive use of the pupil's observations to encourage him to talk about himself and become less shy. In a lesson for a Year 9 pupil, being taught at home, good resources were used to stimulate discussion about Britain as a multicultural society. In both instances, strong and trusting relationships between pupils and teachers characterised the lessons, encouraging pupils to talk freely about their own experiences and views.

63. Very good use is made of pupils' own views, for instance in discussion of the ethics of using animals for testing medical as well as cosmetic products or about what rights they feel young pupils should, or should not, have. Pupils are encouraged to consider the characteristics of a good citizen and the importance of a civilised society. There is a very good programme of enrichment opportunities, including visitors such as the Mayor of Leicester, residential weekends, a visit to London to see the Houses of Parliament and various fund raising activities. The subject leader keeps a very informative portfolio. The curriculum is very carefully planned and monitored to ensure that the citizenship content of lessons in other subjects forms a meaningful part of those lessons. There is very good planning for improvement and precise reporting of pupils' progress.

Work related Learning

64. PSHE contains a very good provision for careers education. In the day school this is given high priority especially for pupils in Years 10 and 11. Because many of the pupils are only admitted into the school during these years and may have been out of school for quite a while, the school responds very quickly – liaising with the Connexions Service, parents, and also the pupil. As many pupils in this part of the school's provision have difficulties in facing new situations in the outside world there is a very high emphasis on preparing pupils to enter the adult world of leisure, training and work. This is extremely well led by an experienced and knowledgeable co-ordinator who is sensitive to individual needs and difficulties. Work experience is available for those who are able to cope with it. All pupils leave the school to take up further education either in local colleges or schools.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	1
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	1
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	1
How well the curriculum meets pupils needs	1
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	1
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	1

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

In a special school such as this, standards achieved are judged against individual targets and not national standards.