

Evelina Hospital School

Inspection report

Unique Reference Number	100875
Local Authority	Southwark
Inspection number	335610
Inspection dates	14–15 October 2009
Reporting inspector	Heather Yaxley HMI

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

Type of school	Special
School category	Community special
Age range of pupils	2–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	75
Of which, number on roll in the sixth form	2
Appropriate authority	The governing body
Chair	Dawn Hill
Headteacher	Manuela Beste
Date of previous school inspection	2 January 2007
School address	Level 3 Evelina Children's Hospital Westminster Bridge Road London SE1 7EH
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited seven lessons, and held meetings with the chair of governors, school staff, hospital staff, pupils and parents and carers. They observed the school's work, and looked at examples of work for past and present pupils, policies, action plans and parental questionnaires.

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

- what makes personal development, care, guidance and support, and capacity better than good ' what are the exemplary elements?
- what difference have actions taken since the last inspection had on outcomes for the pupils?
- what are the provisions and outcomes for information and communication technology (ICT) ' have they improved sufficiently since the last inspection?

Information about the school

Evelina Hospital School is situated within the children's hospital of the same name, which is part of the St Thomas Hospital complex in central London, part of the Guy's and St Thomas Hospital NHS Foundation Trust. At the time of the last inspection, the school also provided education at the Snowfields Adolescent Psychiatric Unit at Guy's Hospital but this is no longer the case. Following a reorganisation of provision in December 2008, the Snowfields Adolescent Unit transferred to the Bethlem and Maudsley Hospital School. Both hospital schools continue to remain under the management of Southwark's Children's Services, despite being located in neighbouring local authorities.

The school provides education for pupils of all abilities who are in-patients, out-patients or siblings of patients within the St Thomas Hospital complex. Some pupils are taught in the main classrooms in the 'atrium school', others are taught in 'ward school' and 'dialysis school'.

Pupils come from a wide geographic area and from the full range of social and cultural backgrounds. Some pupils have a statement of special educational needs from their home schools. Over the past academic year, over 1,000 pupils attended the school at different times and for varying periods of time. On average, pupils attend the school for between one and 10 sessions before being discharged from the hospital and returning to their local school. Some pupils remain at the school for extended periods of time, either full time or on regular days each week as part of their dialysis treatment. The Early Years Foundation Stage takes children from the age of two years and for some the school provides their first experiences of schooling. The school teaches a small number of pupils of students of sixth form age every academic year. Prior to January 2009, the great majority of sixth formers were taught in the Snowfields Adolescent Unit. This year, for the first time in approximately five years, the dialysis school has two long-stay students of sixth form age. The school is accredited as an examination centre where pupils can take nationally accredited examinations. Pupils are also able to take end of key stage tests at the school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Evelina Hospital School does an outstanding job in helping pupils, and sometimes their brothers and sisters, to continue their education when they are receiving treatment. Whether they come for one session while waiting for an appointment, on regular days when they are on dialysis, or every day that they can because they are in hospital for a long period of time, pupils of all ages and abilities, together with their families, agree that the school helps them to keep up with their schooling. But the school does much more than that. Parents, carers, the hospital consultants and nursing staff are very clear that the school makes an outstanding contribution to the pupils' recovery. This is because the school provides an outstanding level of care and support that not only takes account of pupils' learning and medical needs but also their emotional well-being. As a result, there is an overwhelmingly positive atmosphere in school, where pupils want to do well and are able to show what they can do.

The school has a very high profile within the hospital. Outstanding partnerships with hospital staff and pupils' families ensure that education has a high status. But going to school in the hospital is not a soft option for anybody. If you are well enough, you are expected to go to school as part of your daily routine. The respect that all the key people have for one another's work and differing priorities is very apparent. This close collaboration ensures that the well-being of the pupils is squarely at the heart of what they do. Adults and pupils refer to 'school' as being wherever education takes place. In this way, all pupils 'go to school' in the most appropriate place for their education, even if their education comes to them.

Partnerships with others play an equally important part in the curriculum, which is also outstanding. This, together with good teaching, ensures that pupils have a range of positive learning experiences, preparing them well for the next lesson, the next day or next stage in their education outside of the hospital. For some children in the Early Years Foundation Stage this is their first experience of school, and it gives them a good, positive start. For others, it provides a bridge towards successful reintegration with their home school. For older students, including those of sixth form age, it allows them to complete their education to a high standard. The proof of this is that pupils of all ages make at least good progress in relation to their ability, and their personal development is outstanding, including their behaviour.

The majority of the school's work is outstanding, although staff and governors are not complacent about their accomplishments. They aspire for the school to be even better. This, together with the significant transformation of the provision, particularly in respect of the curriculum, since the last inspection, quite rightly gives them confidence in an outstanding capacity to realise their ambitions. They know the areas that require further

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development. For example, developing information and communication technology (ICT) has been a long and hard journey over the past three years and, although much improved, it is not yet sufficiently integral to pupils' learning experiences. Similarly, although good and sometimes outstanding, the quality of assessment as part of teaching and learning is not always sharp enough for the pupils to appreciate how well they have done or to track their attainments in sufficient detail.

What does the school need to do to improve further?

- Build upon the existing infrastructure and staff skills for ICT so that:
 - pupils and staff have access to a range of specialist hardware and software to support teaching and learning
 - pupils with the most complex sensory needs are better supported in their learning and communication.
 - Increase the proportion of outstanding teaching by:
 - moderating the quality of teaching with the support of external professionals
 - refine the use of learning objectives and outcomes so that pupils have a clearer picture of how well they are doing as each lesson progresses.

Outcomes for individuals and groups of pupils**1**

There are three particularly striking aspects about pupils' personal achievements. The first is in their outstanding attitudes to learning, often when they are feeling unwell or frustrated by their medical condition. It is because of their great perseverance that pupils of all ages and abilities make good progress in their academic attainments. They take on board the support that they receive with much enthusiasm, trusting that all of the adults in the hospital are all working together to help them. Some of the youngest pupils, often with complex sensory needs, are confident with staff even when their parents are not present. Long-term pupils who are integrating with their local schools are sometimes frustrated that they cannot do as much as they want to do as fast as they would like, but have an understanding of why they must take things easy. This helps them to readjust their plans appropriately without losing sight of their goals.

Second, pupils with all manner of medical needs, some of which are life-threatening, are very supportive of one another and extraordinarily sensitive to some very challenging and pertinent issues. For example, three well-known and well-loved pupils died recently and pupils talk openly about them and about death. Pupils have a very positive outlook on life and value their education as part of this. They take their learning very seriously and appreciate that they come to school to learn and work hard. In general, pupils reach standards that are in line with national averages, although the range of attainment varies greatly from pupils with profound and multiple learning difficulties working within P levels to other students gaining good grades in a range of GCSEs. Last year's GCSE students are now embarking on further studies, with high aspirations to go on to college or university.

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Third, pupils have a strong sense of their own health, safety and well-being, which enables them to join in the full range of curricular activities on offer. This in turn means that they achieve well across a range of practical as well as academic subjects. Pupils that come to the atrium school, sometimes for only one or two sessions before or after surgery, often come with cannulas in their hands or are attached to saline drips. Some pupils are not allowed to eat or drink anything. But this does not deter them from becoming actively and confidently involved in their studies. For example, in one lesson during the inspection, 10 pupils, some with high dependency needs, made samosas together in a cookery lesson, requiring them to cut, grate, wash and chop vegetables.

These are the grades for pupils' outcomes

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

How effective is the provision?

A complete overhaul of the curriculum and the way that it is taught ensures that pupils in each area of the school receive good quality teaching alongside, and complementary to, their medical care. It is because education and pastoral care are so closely interlinked, successfully maintaining pupils' focus on learning and participation, that the quality of care, guidance and support is outstanding. Wherever their learning takes place

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

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in the school, and for however long they stay, the provision is very effective in encouraging pupils to come to school again the next day, even when they are very poorly, and this helps them to keep up with their studies. For those pupils who have previously found life difficult in their home schools, it often helps them to re-engage with learning and enjoy school again.

By extending the curriculum and placing an even higher focus on learning and enjoyment, the school is able to teach many more pupils than at the time of the last inspection. This is because the curriculum now meets a wider range of pupils' needs and abilities. For those with the most profound and complex learning needs, sensory experiences and the use of communication aids is not yet integral to their individual programmes. Nevertheless, curriculum plans provide teachers with the flexibility needed to deliver good quality teaching and learning for whichever pupils access school each day. Teachers are very experienced and skilled in identifying and addressing gaps in pupils' learning. Pupils' individual accomplishments are recorded at the end of each lesson, including their application to the task. This gives a good measurement of each pupil's progress during the lesson and over time. Sometimes, opportunities to share this with the pupils in lessons are missed.

Individual learning programmes are supplemented and enhanced by two particularly strong aspects of the curriculum. First, the bulk of the curriculum is organised around well-structured themes that are of particular relevance to the pupils such as 'remembrance and celebration' and 'for the best'. This not only adds interest and enjoyment but also means that pupils build upon the work of others on a daily basis. This makes a significant contribution to pupils' participation as part of the school community, however long their stay. It also means that pupils in the different part of the school, who may not have direct contact with one another, collectively contribute to the life of the school and learn from one another. Second, and supporting the curricular themes, are an extensive range of partnerships with other professionals who work with pupils in all parts of the school on particular projects. But this is not about entertaining the pupils. It is about their participation, extending their options and enabling them to make choices so that they realise possibilities that might seem too difficult initially. Examples include music, poetry, dance and drama.

In the dialysis school, close liaison with each pupil's home school works very well to tailor individual programmes at the right level. Their parents and home schools agree that this enables the pupils to be part of their class when they get back to school. The ward school did not exist at the time of the last inspection. The development of this aspect of the provision enables more pupils to attend school during their hospital stay. This includes learning packs for parents and teachers to use in order to stimulate learning and structured teaching sessions at a pupil's bedside.

In the atrium part of the school, teachers are adept at making the most of what is very cramped teaching space, with poor acoustics and problems with light and heat. Resources across the school are sufficiently varied and of good quality and quantity to excite and engage pupils. The development of ICT as an integral tool for learning and research is less well developed because of previous technical difficulties. The school

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acknowledges that electronic resources to support pupils with complex sensory needs are limited.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides a high degree of drive, ambition and passion for the school and this is similarly shared by middle managers and governors. Significant improvement since the last inspection is clearly evident. More pupils are attending school for more sessions than ever before. This is possible because of the way that the school works with its partners, ensuring that learning plays a full part in the lives of the pupils at the hospital. Pre-inspection questionnaires to families, together with comments from professionals, show that these partnerships are highly valued and make a significant difference to the lives of the children. Hospital consultants value the way that the school supports them to assess the progress that their patients are making towards recovery. Teachers in pupils' home schools value the collegiate approach to meeting their pupils' long-term needs. Parents and carers say that the school not only helps with academic studies but also supports the whole family by giving them and their children some distraction and relief from the stress of being in hospital.

Governors play a significant part in the life and development of the school. They monitor the work of the school well and regularly debate its effectiveness in relation to the difference that the provision makes to the pupils. The effectiveness of the school's promotion of cohesion within the community is an area of current debate. Key policies, such as that for teaching and learning, are being amended to integrate the different aspects with how they can be addressed within the classroom. The school's action plan accurately identifies areas for improvement and has driven improvement in all areas of the school's work very effectively over the past three years.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

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The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The provision and outcomes for children in the Early Years Foundation Stage are good because children as young as two years of age have access to a range of good quality learning opportunities that stimulates their thinking and exploration of the world around them. There is a suitably high priority to playing, speaking and listening to one another, and making choices. The children enjoy their learning because teachers plan activities around children's interests and encourage them to socialise with others. Unsurprisingly, their favourite play activities are often to do with hospitals, nurses and operations.

The provision is well managed and integral to the rest of the school through joint planning and good opportunities to share information. Within limitations of space, the school makes the best use of the premises for its youngest pupils. Space for extended and lively play is limited, although children can ride their bikes on the area outside the classroom, including the balcony.

These are the grades for the Early Years Foundation Stage

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

Sixth form

The school is providing education for students in dialysis school who wish to continue their studies beyond Key Stage 4. The provision is good because it allows students to keep up with their lessons and assignments while having dialysis, whatever the subjects they are taking. Close liaison with students' home schools and colleges, as well as their families, enables students to be well supported throughout the week. The staff take responsibility for their part in the students' education very seriously. They give individual

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tuition for subjects within their expertise and then commission other professionals to extend the learning in other subjects. The school provides laptops for students to use and buys the books that they need. Students are very appreciative of this support, pastorally as well as educationally. The transition to post-16 provision has been a big step for the students and the school has been very effective in helping them consider their health needs in tandem with their academic aspirations. A small number of other students of sixth form age are taught in ward school and atrium school, where they follow individual programmes that are well suited to their age, ability and period of admission.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

Parents and carers are unanimous in their appreciation for the school's work when their children are in hospital, including facilitating the education of brothers and sisters in some cases. They speak highly of the warm welcome that the whole family receives from staff and are very pleased that their children can keep up with their education during their hospital stay. Some parents and carers of those with profound and multiple learning difficulties would like more specialist resources available to help their children communicate better.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Evelina Hospital School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 26 completed questionnaires by the end of the on-site inspection. In total, there are 75 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	81	5	19	0	0	0	0
The school keeps my child safe	18	69	6	23	0	0	0	0
The school informs me about my child's progress	13	50	11	42	1	4	0	0
My child is making enough progress at this school	11	42	10	39	1	4	0	0
The teaching is good at this school	16	62	10	39	0	0	0	0
The school helps me to support my child's learning	13	50	13	50	0	0	0	0
The school helps my child to have a healthy lifestyle	12	46	11	42	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	50	7	27	0	0	0	0
The school meets my child's particular needs	15	58	10	39	1	4	0	0
The school deals effectively with unacceptable behaviour	12	46	9	35	0	0	0	0
The school takes account of my suggestions and concerns	10	39	13	50	0	0	0	0
The school is led and managed effectively	20	77	4	15	0	0	0	0
Overall, I am happy with my child's experience at this school	21	81	5	19	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 October 2009

Dear Pupils

Inspection of Evelina Hospital School, London, SE1 7EH

It was an absolute pleasure for me and my colleague to inspect your school recently. I know that for so many of you it is a hard job to keep up with your schooling while you are in hospital, especially when you are not feeling well. But I also know that the staff work closely with your families, the consultants, nurses, play staff and teachers at your home school so that you can do your very best. I was very pleased to see so many of you in the atrium school, ward school and dialysis school. In the atrium school, I watched you make samosas, getting very involved in chopping, cutting and grating. In dialysis school, it was great to be there when three of you were awarded certificates in assembly for getting eight stars. In the ward school, the inspector saw you working very hard even when you were feeling quite poorly.

I know that you and your families think that Evelina Hospital School does a good job because so many of you told me so. So what do I think? Well, I agree with them and have judged that the school gives you an outstanding quality of education and care. The curriculum is especially good (outstanding, in fact) because it not only helps you to keep up with the work that you may have missed because you are in hospital, but also adds extra excitement by doing lots of other things.

Manuela leads the school very well and there are still more things that she wants to do to make it even better. I have made a few suggestions that I think will help. I think that teachers can involve you a bit more in lessons so that you know more about how well you are doing. I also agree with Manuela that you could do more with computers and other electronic resources.

I wish you all the very best in your recovery in hospital. Keep up the good work!

Yours sincerely,

Heather Yaxley

Her Majesty's Inspector

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