

REVIEW REPORT FOR  
THE CHILDREN'S HOSPITAL  
SCHOOL LEICESTER

<b>Name of School:</b>	The Children's Hospital School Leicester
<b>Head teacher:</b>	Stephen Deadman
<b>Hub:</b>	Ash Field
<b>School type:</b>	Special

<b>Estimate at this QA Review:</b>	Outstanding
<b>Date of this Review:</b>	19/02/2018
<b>Estimate at last QA Review:</b>	N/A
<b>Date of last QA Review:</b>	This is the first review
<b>Grade at last Ofsted inspection:</b>	Outstanding
<b>Date of last Ofsted inspection:</b>	27/06/2017

**Quality Assurance Review**

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

<b>School Improvement Strategies</b>	Outstanding
<b>Outcomes for Pupils</b>	Outstanding
<b>Quality of Teaching, Learning and Assessment</b>	Outstanding
<b>Area of Excellence</b>	Not submitted
<b>Previously accredited valid Areas of Excellence</b>	Not applicable
<b>Overall Estimate</b>	Outstanding

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.*

## 1. Information about the school

- The school educates and supports students who cannot access education due to physical or mental health issues.
- The school comprises three sites. Leicester Royal Infirmary, for primary and secondary aged students, is based on the hospital wards. Willow Bank is a secondary school offering longer term provision. Ward 3, at Coalville Community Hospital, supports and educates pupils from 11 to 18 with predominately mental health needs, on an in-patient basis.
- The outreach service provides home tuition for students who cannot attend the school settings.
- There are currently 98 students on roll. This number changes, sometimes on a daily basis, as pupils move on or move back to their mainstream settings when they have recovered.
- The proportion of disadvantaged pupils is significantly above the national average.
- The proportion of students from ethnic minority backgrounds and who speak English as a second language, is well below the national average.
- The school is well connected to other schools in Leicester as a member of the Leicester Association of Special Schools, the Well Trust and the Ash Field Teaching Alliance.

### 2.1 School Improvement Strategies - Follow up from previous review

- This is the first review.

### 2.2 School Improvement Strategies - What went well

- The headteacher and the highly effective leadership team set a culture of high aspiration. This results in students making outstanding progress from their starting points at very challenging times of their lives. In surveys, students, staff and parents say that the school is very effective.
- Self-evaluation and school improvement plans are realistic and accurate. Leaders have recently refined them to be more succinct, clear and concise with appropriate priorities for action.
- Senior leaders share the school vision; to prepare students to be work ready, ready for further study and life ready. Current development initiatives are shared across the three school sites and outreach team. There are regular whole-school meetings and development groups. Currently there are three working groups working on well-being, parent engagement and multi-agency working.
- There are many useful links and joint working arrangements, both nationally and locally. Such partnerships with schools promote and sharing excellent practice. The school is part of a collection of schools, supporting internal and external

- moderation, as well as discussing curriculum, teaching and learning.
- A majority of students have a history of school avoidance or low attendance. Attendance has improved in the last year for many reasons, including the 'uplift' programme, improved interventions, improved liaison with parents and planned nurture activities on the timetable.
  - The school engages extremely well with parents. Due to students' complex needs and safeguarding concerns, leaders have ensured that effective networks with external agencies are in place. Agencies include education welfare officers, psychologists, family support workers and child and adolescent mental health service (CAMHS) workers.
  - Leaders monitor the quality of teaching by lesson observations, monitoring progress over time, 'drop ins', learning walks and work scrutiny. Leaders learn from joint observations with middle leaders and teachers leading to well-planned continuous professional development (CPD).
  - Leaders are setting up 'Learning Threes' to further develop teaching and learning strategies. Teachers and leaders gain qualifications, including national professional qualification for senior leaders (NPQSL), middle leaders (NPQML) and higher level teaching assistant (HLTA) accreditation.
  - At Willow Bank, the curriculum is rich, wide ranging and exciting. Leaders continue to evaluate its effectiveness. Currently there is an increased focus on the core subjects. The current offer includes GCSE English literature, film studies, art, Health and Social care, citizenship and work related learning. Spiritual, moral, social and cultural education is an outstanding feature of the school.
  - Students receive excellent additional support. This includes access to music and art therapy, a protective behaviours group as well as sessions with a child and adolescent mental health services (CAMHS) worker, who is on site for 2.5 days.
  - Leaders continue to provide non-academic and vocational courses to support employability in the continuing drive to reduce the proportion of students who are not in employment, education or training (NEET) after leaving the school. Travel training has been introduced, so that students can attend college. Measures include additional input from a Connexions adviser, links to employers, college careers fairs at school, and support by learning mentors.
  - The school is exploring how technology can be utilised to increase curricular access for students.
  - The excellent outreach team works across all sites and in homes. It has responsibility for baselining, school liaison and writing reports for parents. The team is researching paperless recording.

### **2.3 School Improvement Strategies - Even better if...**

...leaders better understood the key factors which lead to successful transitions for life after school.

### **3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review**

- This is the first review.

### **3.2 Quality of Teaching, Learning and Assessment - What went well**

- Students say that they feel safe, valued, respected, listened to and most of all understood.
- There is a calm, purposeful and safe atmosphere for learning across all sites due warm and caring relationships. The day at Willow Bank starts with the well thought out 'Uplift', resulting in students feeling more able to access their learning throughout the day. A well thought out enrichment programme enables students to engage in a rich curriculum offer.
- Due to accurate, personalised knowledge of students, learning is extremely well planned and delivered by staff. Planning and communication around new students is very effective because information is effectively gathered from parents and schools so that all staff have a realistic and holistic view of each student. Students' physical and mental health needs are well met. Teachers use data effectively to inform their planning and teaching.
- Teaching staff have excellent subject knowledge and great enthusiasm for their subjects. Students engage well with the well thought out, engaging curriculum. Teachers use excellent hooks for learning and high quality resources at the right time to support and enhance learning.
- Behaviour is excellent because students are working in a safe, nurturing environment. Staff respond well to individual needs and deliver what they promise. When students need time out, they can take short breaks and swiftly return to their learning. Staff praise is warm and specific.
- In the best lessons, highly effective questioning leads to discussion between students and high levels of challenge. Teaching staff deliver learning at the correct pace to the situation and to the needs of the students.
- Teamwork is strong across the school. Adults are well deployed. Teaching assistants (TAs) are clear about learning intentions and have excellent subject knowledge. TAs support learning well when students have to catch up after leaving lessons or missing learning due to illness.
- Students take responsibility for improving their learning. They rise to high levels of challenge. They are confident to 'have a go', which is impressive given their health needs. Planning for differentiation is strong.
- Learning sessions have clear purpose, building on prior learning and knowledge.
- Marking and feedback is personalised and effective. In the best lessons, there are opportunities for students to self and peer assess.
- Teaching staff are flexibility and responsive. They adjust their teaching style to the needs of the students and their medical and emotional state.
- Presentation in books is excellent. The standard of art and creative work is exceptional.

### 3.3 Quality of Teaching, Learning and Assessment - Even better if...

...there were enhanced opportunities to share outstanding teaching practice across the school.

## 4. Outcomes for Pupils

- Across the three sites and the outreach team, students with complex medical and mental health needs are well supported and educated. Students join the school at different times of school the year, for a few weeks or several years.
- The school measures progress against academic, social and emotional well-being and independence goals. Independence and preparation for transition to the next phase of life are important outcomes for students at the school. Attendance and resilience are key outcomes in themselves, supporting learning in all subjects.
- There is a four-year increase in the number of qualifications achieved. The average progress points score has increased from 12 in 2015 to 16 in 2017.
- In 2017, the proportion of pupils attaining A\*-G at GCSE in the core subjects was broadly in line with, or just above, the national average. A\*- C grades were below the national average in core subjects but above the national average in art and in film studies.
- In 2017, there was no significant difference in the progress of any group of students, including those who are disadvantaged.
- In year data shows that almost all students are making expected, or more than expected, progress in the core subjects, art and film studies.
- Preparation for college and work are key objectives for the school. In 2017, students in Year 11 attained qualifications in functional skills mathematics, preparation for working life and the European computer driving licence (ECDL) level 1 or 2.
- The proportion of students who leave the school NEET has decreased over the last two years, but remains above the national average. The school takes on students who are NEET and/or have significant mental, physical health and emotional well-being issues. The school has identified this as an area for further improvement.
- The school reports progress against their in-house functional well-being assessment, with most students making significant progress.
- At the Leicester Royal Infirmary, data is collected about effort and well-being during sessions. Almost all students in all subjects attain well against these descriptors.
- At Coalville, data recording has changed. This means that data cannot be compared over time. In year data shows that most students achieve well in learning with most students in Key stage 3, 4 and Post-16 provision making expected or better progress.
- Students make at least good progress when they are supported by the outreach team. A student, who was absent from her school for two years due to complex

medical issues, was ably supported by the outreach team. She made excellent progress and returned to her mainstream school after two years to a higher set than the one she left.

## **5. Area of Excellence**

Not submitted.

## **6. What additional support would the school like from the Challenge Partners network, either locally or nationally?**

The school would like to see excellent examples of bespoke CPD in a variety of settings to continue to improve teaching and learning.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**