

# Chelsea Community Hospital School

Chelsea and Westminster Hospital, 369 Fulham Road, London, SW10 9NH

**Inspection dates** 24–25 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Sixth form provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school

- Leaders and managers are extremely effective at putting into practice their belief that every child has a right to education while in hospital. The governing body works very effectively with them to achieve this.
- Staff are very loyal to the school and are unanimous in their support of achieving this aim.
- Leaders set high standards. They have very high expectations of pupils' learning and of their capacity to fulfil their potential.
- Teaching is outstanding. Skilled and knowledgeable staff enable very effective learning to take place, while remaining sensitive to pupils' conditions.
- Pupils make excellent progress in their learning. Their achievements are outstanding, especially given the barriers that they have to overcome.
- Pupils who are at the early stages of reading and writing do extremely well as a result of very high quality literacy teaching.
- The school is safe and welcoming. Pupils are cared for exceptionally well.
- Pupils' behaviour and attitudes are exemplary. They are interested and work enthusiastically, showing great concentration and endeavour.
- Excellent provision for post-16 students enables this group to learn and become more resilient extremely well.
- The school returns pupils to a mainstream or special school so successfully because it gives them the personal skills, confidence and academic achievements that they require.
- Pupils are prepared exceptionally well for living in modern Britain. They are open-minded and appreciate and applaud differences between people.
- Pupils make excellent progress in their spiritual, moral, social and cultural development.
- Links with schools across Europe add much to pupils' understanding of other cultures and their ways of life.
- Pupils are very well equipped for leaving school. The qualifications that they gain and the excellent careers guidance that they receive prepare them very well for education, employment or training.
- The school contributes significantly to the education of children with medical problems on a wider scale. It supports staff in local schools, and it shares its resources and expertise nationally and internationally through websites.
- Parents and carers are very complimentary about the school. They admire the work that it does with their children in helping them to continue learning while their health needs are being dealt with.
- Very good local partnerships contribute much to pupils' academic, physical and social development.

## Information about this inspection

- Inspectors visited all sites and observed teaching and learning in each of them. Twelve lessons were observed and other classes were visited. The inspector was accompanied by a member of the senior leadership team for some lesson observations.
- No children in the Early Years Foundation Stage were well enough to be observed, and just a few post-16 students were seen at one location.
- Meetings were held with members of the senior leadership team, middle managers, staff with designated responsibilities and a learning mentor. Discussions were also held with the Chair of the Governing Body and an assistant director from the local authority.
- Inspectors collected pupils' views of the school from planned meetings with small groups of them and the many conversations that were held with individuals throughout the two days.
- Parents' and carers' opinions of the school were gathered from meetings that were held with a few of them on different sites. The online questionnaire, Parent View, could not be used to collect the opinions of more because too few had completed it for the results to be displayed.
- Inspectors analysed the 30 responses to the staff questionnaire.
- A very wide range of documentation was examined. This included pupils' workbooks, information about their progress and achievement, attendance records, safeguarding procedures, the school's own judgements about its strengths and areas for improvement, and development planning.

## Inspection team

Mike Kell, Lead inspector	Additional Inspector
Michael Buist	Additional Inspector
Richard Hill	Additional Inspector

## Full report

### Information about this school

- The school is located across four sites in London: Chelsea and Westminster Hospital, Royal Brompton Hospital, St Mary's Hospital and the Collingham Child and Family Centre. It is open for 50 weeks a year.
- Each location is managed on a day-to-day basis by a site coordinator.
- Most pupils are long- or short-stay in-patients with acute or chronic medical or mental health conditions. Some are there because of one-off events, while others have to return regularly for ongoing treatment.
- Pupils up to the age of 16 years are in children's wards, while older students are in adult wards.
- Around a fifth of pupils are not in hospital but their health problems prevent them from attending a mainstream school. The vast majority of these attend the Chelsea and Westminster site on a daily basis, and a few go to St Mary's each day. The school refers to day pupils as community pupils.
- Community pupils' health issues have caused them to have prolonged periods out of school before entering the hospital school.
- The school roll is constantly changing as pupils are discharged from hospital and others admitted. There are roughly equal numbers of boys and girls at any one time.
- At the time of the inspection, just a few pupils had a statement of special educational needs for their medical or mental health conditions, although the number changes regularly as the school roll changes.
- Pupils are taught in small classes or individually, depending on the nature and severity of their conditions. When patients' medical state prevents them attending classes in school, they may be taught bedside in the wards. The school provides home teaching for a very small number of pupils who are unable to work alongside other children.
- Pupils have a very wide range of ethnic backgrounds and as some hospital patients are from overseas, a very small proportion of pupils speak English as an additional language.
- The school receives additional government funding, pupil premium, for a small number of pupils. This is additional funding for pupils known to be eligible for free school meals or who are looked after by the local authority. The school also receives additional funding for primary school physical education and sport.
- The school has long-standing partnerships with Chelsea Academy, Servite Roman Catholic Primary School and Chelsea Open Air Nursery.
- Staff provide training sessions on working with pupils with mental health and medical conditions to newly appointed staff in local schools.
- The school is currently involved in its fifth international project funded by the Comenius Programme.
- There have been significant staff changes since the end of the last school year. This has included changes to the senior leadership team, middle managers and staff with particular additional roles and responsibilities.

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

- Make leadership and management even more effective in maintaining very high standards by:
  - providing additional support and guidance to staff with new leadership and management roles so that they are fully equipped to carry out their responsibilities
  - developing improvement planning by using priorities that are worded more specifically, and intended objectives that are more precise. Then, the school's progress towards achieving them can be measured more easily.

## Inspection judgements

### The leadership and management are outstanding

- Leaders have maintained excellent provision despite the recent changes to the senior and middle management teams. This was possible because expectations of very high standards and the best possible care are so securely embedded that the school took change in its stride. However, some of those middle managers new to post are still learning precisely what their additional responsibilities entail.
- Senior leaders are very flexible and adaptable. They are highly skilled at managing a multi-site school that is changing constantly, day by day or even hour by hour as medical interventions occur. They measure every pupil's progress regularly and have a very good procedure for judging their achievement.
- Leaders have excellent working relationships with medical staff. Morning handovers in the wards consider each patient's ability to engage in learning and there is a confidence that each group has shared aims.
- There are outstanding links with parents and carers. They confirm that staff provide an exceptional level of support and guidance to them and their children.
- Links with partners are very effective. These range from taking young children who have been alone as in-patients for some time to play with other children in local nursery provision, to using specialist science resources in a local academy.
- The local authority maintains only light touch oversight. It recognises that leaders have a very accurate view of the school. Regular monitoring of teaching and learning provides them with a picture across all sites. This is used to establish priorities for further development, but these are not always worded precisely enough to show what is intended.
- Safeguarding arrangements are very well established and effective, with an appropriate single central record in place and ongoing child protection awareness training.
- Curriculum planning is very complex. Despite this, pupils are provided with a broad and rich variety of learning opportunities that reflect the new National Curriculum. Therefore, pupils transfer as smoothly as possible into other provision because they have followed programmes that closely match those in mainstream schools. The curriculum helps to prepare pupils extremely well for living in modern Britain, and contributes strongly to their spiritual, moral, social and cultural development.
- Pupils are very well prepared for the next stage of their education. Many community pupils acquire the social skills and emotional toughness to transfer successfully into a mainstream or special school. Others leave school and move into education, employment or training. Very good careers guidance has resulted in every school leaver making this transfer successfully in the past two years.
- The school uses appraisal and performance management very effectively to further develop the school and individual staff members' skills. Annual objectives link very closely with the school's overall priorities.
- The small amount of additional funding that the school receives is used very productively to subsidise the cost of a learning mentor for every pupil. In addition, a small amount is used to meet individuals' particular needs or interests, such as guitar lessons, art therapy or additional drama.
- The school uses primary school sport funding very effectively. It contributes to paying for activities such as yoga and dance, which make important contributions to pupils' physical and mental health.
- In response to the last inspection report, leaders now share the school's expertise very effectively. They do this locally through training sessions for school staff, and nationally and internationally through the newly established Well at School website.
- The Comenius Programme is highly effective in creating links with schools across Europe, which benefit both staff and pupils.
- **The governance of the school:**
  - The governing body has a strong appreciation of the complexity of the provision. Governors are known to all staff as they visit all sites and meetings are held around the different locations.
  - Governors fulfil their statutory duties effectively. They check that the range of learning opportunities is appropriate, and they ensure that all safeguarding measures are in place and working efficiently.
  - The governing body holds leaders to account very well by examining, questioning and challenging reports and data. There is a shared understanding of how well the school is performing.
  - The impact of additional funding on pupils' achievement, personal development and well-being is checked closely. Governors appreciate how the school measures pupils' progress.
  - Governors know about teachers' performance management and how it links to pay. They are beginning to use information about the quality of the teaching to plan for the future.

**The behaviour and safety of pupils is outstanding**

- The behaviour of pupils is outstanding. They are extremely well mannered, respectful and courteous. Excellent relationships are evident throughout the school and high quality interactions between pupils and between pupils and adults are routine.
- Pupils follow requests and instructions without fuss and so no instances of even minor disruption were observed.
- Pupils display an excellent attitude to school and a determination to succeed. Despite their health conditions, they show great robustness. They concentrate for long periods and have a determination to do as well as they can. They show great respect for their work and the school's resources.
- Pupils' desire to re-engage with school and to be successful is very evident in their attendance. Community pupils make every effort to go to school as often as they can. Every one of them has an attendance record that is significantly better than in their previous school, which in the majority of cases had been zero. Currently, around a third of this group has 100% attendance for this term. In-patients are similarly keen to learn as often as possible, either by working in the classroom or in the ward.
- Pupils are tolerant, welcoming and sensitive young people who accept and celebrate differences willingly, underpinned by an appreciation that each of them has faced difficulties and problems in their lives.
- The school's work to keep pupils safe and secure is outstanding. Safeguarding arrangements are applied rigorously and parents and carers confirm that their children are safe. School staff agree unanimously that this is the case.
- Pupils are cared for extremely well. School staff liaise very closely with nursing staff to ensure that in-patients' health is monitored very closely while they are in school.
- Pupils comment that they feel safe in school. They do not experience bullying or any other form of intimidation or harassment. Instances of pupils, boys and girls, from different ethnic backgrounds working harmoniously together are commonplace. There have been only two instances of intimidating behaviour since the last inspection and they were dealt with very swiftly.
- As community pupils' self-confidence and self-image grow, they become increasingly optimistic about their futures. This includes developing a much greater awareness of how to stay safe, such as when using social media. They have a very good understanding of safe internet use.
- Staff communicate regularly and routinely with parents and carers. This ensures a consistent approach to supporting pupils to manage their health conditions themselves and to recognise how to avoid potentially dangerous situations.

**The quality of teaching is outstanding**

- Teaching is of very high quality despite much of it taking place under the most challenging of circumstances. Planning is difficult because staff are never sure which pupils are likely to be in attendance from one day to the next, and frequent setbacks in pupils' health disrupt the continuity of learning.
- Staff respond to these challenges extremely well. They react rapidly to changing circumstances and recognise when pupils are able to learn and when their medical conditions begin to become a barrier.
- A key feature of teaching is staff's knowledge of the subjects that they teach and their ability to teach a wide age range. This enables them to work effectively with young pupils as well as older ones who are following GCSE or A-level courses.
- Pupils are assessed very quickly when they enter the school and staff use this information to set learning targets. These are precise and well written. Staff make the targets easier or harder by checking regularly on pupils' progress. As a result, high but realistic expectations are always maintained.
- Lessons are characterised by activities that challenge every pupil. Teachers have detailed knowledge of what each pupil has already learned and they use this information very well to provide work that builds on these earlier achievements. This ensures that the most able pupils are challenged and stretched, while those who find learning more difficult have activities that encourage small steps in learning.
- Staff pause lessons frequently to check on pupils' learning. They make the most of these opportunities to question pupils about their understanding of the task and to discuss with them how they might proceed. This includes identifying more challenging activities that motivate the most able.
- Pupils' written work is checked regularly, often with the pupil in attendance. Therefore, pupils are directly involved in celebrating their successes as well as identifying aspects of their work that could be improved.
- Pupils' general classroom behaviour is managed expertly. Staff's insight into pupils' medical conditions

gives them the confidence to respond effectively to unexpected changes in individuals' behaviour that are a direct result of these conditions.

- All teaching makes an important contribution to developing pupils' communication and literacy skills. Focused literacy lessons, including teaching the early stages of recognising letters and making their sounds (phonics), are particularly effective.

### **The achievement of pupils**

**is outstanding**

- Pupils make excellent progress across all sites, whether they are community pupils or in-patients who attend school for a relatively short time or for extended periods.
- Pupils' outstanding achievement is built initially on the school's success in stabilising their health conditions by working very closely with medical staff, families and the pupils themselves. Pupils attend more frequently once that has been achieved and they are then able to make the most of teaching that is highly effective and inclusive.
- The pupils themselves also have to take credit for their excellent progress because their outstanding attitudes, behaviour and motivation put them in a very good position to learn.
- Pupils make exceptionally good progress in English. This means the development of reading and writing skills for pupils who are at the early stage of understanding phonics (the sounds letters make). For other pupils, it means achieving nationally accredited qualifications.
- Pupils' progress in mathematics is equally impressive. Younger pupils show rapid gains in their acquisition of numeracy skills, and older ones complete accredited courses very successfully.
- Very skilful teaching acknowledges each pupil's attainment. Therefore, as the most able pupils are provided with work that challenges and stretches them they achieve as well as they are able.
- There is no significant difference between the progress of pupils who receive additional funding and others. Eligible pupils make similar progress to their peers in English and mathematics.
- The few pupils who are looked after by the local authority and the small number with a statement of special educational needs achieve as well as others. There is no noticeable difference in the progress made by boys and girls.
- The particular needs of the small number of pupils who speak English as an additional language are managed very well and so their achievement is in line with others.
- Therapists for drama, art and music make an important contribution to pupils' achievement. Learning mentors support pupils' learning very well and are an important element in the excellent progress that they make.
- Older pupils' outstanding progress is evident in the range and grades of the accreditations that they achieve. This is because community pupils receive high quality support over a prolonged period. Pupils who are in-patients on just one occasion and those who have to return at regular intervals for ongoing treatment receive intensive teaching that supports the work they have done in their mainstream school.

### **The sixth form provision**

**is outstanding**

- There is no separate post-16 provision. The very few community students of this age are taught alongside pupils in Key Stage 4, while in-patients are taught one to one.
- The very few students who were observed during the inspection made the same outstanding progress as their Key Stage 4 classmates because they benefited from the same excellent teaching, care, guidance and support.
- The school does an excellent job in helping these students to move into further education and, in some cases, into university.
- Students' personal qualities mean that they are very well prepared for these moves. They are positive about their futures and have a very good self-image.

## What inspection judgements mean

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

## School details

<b>Unique reference number</b>	100549
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	448128

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

<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	4–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	72
<b>Of which, number on roll in sixth form</b>	4
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ayoola Bankole
<b>Headteacher</b>	Janette Steel
<b>Date of previous school inspection</b>	2–3 March 2010
<b>Telephone number</b>	0203 315 8672
<b>Fax number</b>	0203 315 8683
<b>Email address</b>	<a href="mailto:admin@cchs.org.uk">admin@cchs.org.uk</a>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



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

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

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

