

# Chelsea Children's Hospital School

## Inspection report

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Unique Reference Number	100549
Local Authority	Kensington & Chelsea
Inspection number	335557
Inspection dates	2–3 March 2010
Reporting inspector	Stuart Charlton

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

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Type of school	Special
School category	Community special
Age range of pupils	3–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	74
Of which, number on roll in the sixth form	7
Appropriate authority	The governing body
Chair	Ayoola Bankole
Headteacher	Janette Steel
Date of previous school inspection	21 June 2007
School address	369 Fulham Road London SW10 9NH
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Age group	3–19
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## Introduction

This inspection was carried out by two additional inspectors. About two thirds of the inspection time was spent looking at learning and twelve teachers were observed. The inspectors visited twelve lessons, and held meetings with the Chair of the Governing Body, the School Improvement Partner, staff and groups of pupils. The work of the school was observed and the inspectors looked at the improvement plan, the minutes of the senior management and governing body meetings, a range of other documentation and twenty three parent and thirty pupil questionnaires.

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

- the role and responsibilities of leaders and managers, including the governing body, to determine their effectiveness in monitoring and evaluating the provision
- the effectiveness of the school in ensuring that the high quality of its provision seen at the last inspection is maintained across three hospitals and the psychiatric unit
- the effectiveness of the school's systems in setting challenging targets and tracking pupils' progress
- the outcomes for pupils' personal development to determine how well they are prepared for returning to mainstream education and life after school.

## Information about the school

Chelsea Children's Hospital School provides for pupils who are unable to attend school because of chronic or acute medical or mental health needs. There is a constant flow of admissions and departures from the school. Some pupils require regular medical treatment and receive much of their education in the hospital school, while others are taught at home. The provision covers the Chelsea and Westminster Hospital, the Royal Brompton Hospital, St Mary's Hospital and the Collingham Psychiatric Unit. Pupils are taught in classrooms, or by the bedside, or individually in isolation wards. Just over half the pupils are from White backgrounds with about a quarter each of Asian and Black British-African origin. About a fifth speak English as an additional language. A substantial majority have a statement of special educational needs ranging across the full spectrum of difficulties and disabilities. At the time of the inspection there were no children in the Early Years Foundation Stage and seven students in the sixth form. The school acts as a training centre for hospital teachers and is open for fifty weeks of each year. It has Healthy Schools and Extended Schools status and the International School Award.

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

Chelsea Children's Hospital School provides outstanding education for its pupils. All make excellent progress regardless of ethnicity, gender or medical need, or whether they speak English as an additional language. This is based on extremely high quality teaching and learning. The support for pupils' development is exemplary, helping them to gain the personal and social skills, as well as the academic skills, that prepare them extremely well for their futures. Safeguarding procedures are excellent, ensuring that within each hospital, or in the community, a safe and secure environment is provided. Relationships are outstanding and pupils who responded to the student survey indicated that they enjoyed school and that lessons are fun. They were quick to point out that this helps them to forget, at least for a time, the severity of their medical problems. Attendance is excellent, even though all pupils have acute medical needs which require constant treatment. It was particularly impressive to see pupils continuing with learning during treatment sessions, for example during blood transfusions. Behaviour is outstanding and parents cannot speak highly enough about the school and the positive effect it has on their children. A significant number of pupils explained clearly their fears about reintegration into mainstream schools and the stress this causes them. Many feel that staff in these schools do not fully understand their anxieties about the challenges they will face. The school has established innovative links with some mainstream primary and secondary schools to provide such training for staff. More could be achieved if, for example, the present local authorities with which the school works, recognised and exploited the school's expertise.

Teachers' planning clearly identifies the needs of each pupil and how these will be met. This is made more relevant to pupils and their parents by being available on the school intranet. In a high quality personal, social and health education lesson with a group of Key Stage 3 pupils, each was given a personal development target and also clear targets for social skills. These were used very effectively to show the depth of pupils' learning.

The headteacher provides the drive, commitment and determination to lead the school forward. She has established a shared vision across the school, centred on the belief that it is the right of all learners to have high quality education while in hospital. In spite of the already high quality of the school, all strive to improve it yet further. For example, the headteacher has very successfully led developments promoting the use of video evidence. This is used to demonstrate pupil progress and provide management information related to the quality of provision where direct

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observation would compromise the situation. This work is recognised as best practice by medical and educational professionals nationally and internationally. Plans for a new school within Chelsea and Westminster Hospital are well advanced, but have not been allowed to detract from the school's focus of providing education of the highest quality for its present pupils. This clearly shows that the capacity for further sustained improvement is of the highest order.

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

- Ensure that the school's expertise in working with pupils who have severe medical needs is recognised and exploited by a wider range of mainstream schools so that the stress of reintegration on pupils is reduced.

### Outcomes for individuals and groups of pupils

1

There are differences between the intake to each hospital which reflect pupils' medical needs, but generally, attainment on entry is below that which would be expected because of absence from education. There is no difference in the progress made by pupils with special educational needs, those who speak English as an additional language or between those in the three hospitals and the psychiatric unit. It is outstanding for all and by the time they leave, pupils' achievements are good. An excellent example of this high level of progress was seen in a bedside music teaching session in which a newly arrived pupil who spoke little English was actively engaged in playing a guitar while receiving treatment.

The survey indicated pupils have an extremely good understanding of the requirements of a healthy lifestyle and this is recognised by the Healthy Schools status. They make healthy choices regarding diet and are keen to explain why their medical needs make it essential that they adopt a healthy lifestyle. They very enthusiastically participate in physical activities. Pupils who have been in school for some time act very effectively to help and support newcomers. All are excellent ambassadors with the local community, for example, when they are on trips. Pupils' spiritual, moral, social and cultural development is excellent, as shown by their determination to find out all they can about their illnesses even though this can be quite distressing. In spite of the disruption caused to their education by illness, all pupils gain the basic skills which prepare them extremely well for returning to mainstream education and for life after school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning

2

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<sup>1</sup> 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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Taking into account:	3
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
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:	1
Pupils' attendance <sup>1</sup>	1
The extent of pupils' spiritual, moral, social and cultural development	1

## How effective is the provision?

Many pupils have to spend time in isolation, but learning is not disrupted because teaching proceeds very successfully through the innovative use of video facilities. Teachers' weekly planning for each pupil is on the school intranet and this is particularly effective in ensuring continuity of learning despite inevitable disruptions due to medical treatments. Pupils often take the opportunity to access learning outside normal school time. Their individual learning plans are on the intranet and this encourages them to take full ownership of their achievements. The curriculum is excellent. It is very carefully adapted to pupils' needs both academically and medically and supported by a wide range of visits and visitors.

The care, guidance and support provided by all staff are second to none. It is much appreciated not just by pupils, but also by parents. As one pupil said 'Everyone really looks after us – it's great, much better than school.' The school has exemplary systems to determine the needs of pupils on entry, for setting challenging targets for all and for tracking pupils' progress. These are strongly enhanced by being based on the use of video evidence and the school's intranet. This enables pupils, staff and parents to have immediate access to pupils' work and evidence of how well they are doing. The school has excellent systems to promote attendance and encourage punctuality. Behaviour is managed extremely well so that any disruption does not affect the learning of others.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account:	1
The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where	1

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relevant, through partnerships	
The effectiveness of care, guidance and support	1

## How effective are leadership and management?

The headteacher's vision is crucial to the school's success. She is ably supported by her senior management team which ensures that each aspect of the provision operates very effectively on a day-to-day basis. Together they have developed teamwork of the highest quality between education and medical staff, which forms the cornerstone of the school's success. Leaders and managers act very effectively to ensure that the ethos of each hospital and of the psychiatric unit is maintained, yet at the same time giving the school its own character. Their vision is communicated extremely well to all staff. Since the last inspection, the development of the school intranet and the use of video evidence enable learning to be driven forward at an even greater pace. The governing body acts very effectively as the school's critical friend by ensuring that 'it keeps its feet on the ground'. Recent personnel changes have ensured that it has the expertise to thoroughly review and evaluate the school's performance, particularly the use of information communication technology (ICT) techniques to promote learning. Highly effective use of ICT also ensures that the school's engagement with parents and carers is outstanding. The use of external partnerships with medical staff, social services, other hospitals in the region and local education authorities is excellent and fully promotes pupils' learning and well-being.

Safeguarding procedures are exemplary, based on those that already exist in each hospital and the psychiatric unit, but exceptionally well enhanced to meet the particular needs of the pupils. The school uses the Comenius and Facing the World projects extremely well to promote equality of opportunity and forcefully address any discrimination towards pupils with severe medical needs across the world. This is a major factor in the school's highly outstanding contribution to community cohesion. There is regular review and evaluation of provision at local, national and international level and this is used extremely well to give pupils a wider appreciation of the lives of others. The links with a wide range of hospitals and university departments in the United Kingdom and abroad confirm the school's role as a leader in the care and education of children with severe medical needs.

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	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1

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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	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

## Early Years Foundation Stage

The school does not make specific provision for children in the Early Years Foundation Stage, but provides support for any who are referred through their medical conditions. This is carefully planned within the constraints imposed by the facilities and is clearly highly effective in addressing children's needs. The new school base will enable this provision to be enhanced.

These are the grades for the Early Years Foundation Stage

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

IE indicates the inspection team did not have sufficient evidence during the inspection to make a judgement.

## Sixth form

The school's provision for post-16 education is entirely needs driven. For example, students with special educational needs and/or disabilities are generally treated in the children's wards, but higher ability students are usually on adult wards. The provision is fully flexible and able to meet the widely differing needs of these two groups extremely well. The provision and its management are of the same high quality as that seen in the main part of the school.

These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	1
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

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## Views of parents and carers

The views expressed in the parent and carer questionnaires have been supplemented by using information derived from the school's own surveys. Parents and carers are overwhelmingly positive in their view that Chelsea Children's Hospital is an outstanding school: as one said, 'My daughter's time at school is a beacon in her day'; another stated that 'Classroom teachers and support assistants are fantastic and dedicated to helping pupils to flourish in spite of their difficulties.' The inspection shows that such comments are well founded. Any slightly negative comments relate to pupils who have only been in school for a very short period of time.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chelsea Children's 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 12 statements about the school.

The inspection team received 23 completed questionnaires by the end of the on-site inspection. In total, there are 74 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	83	4	17	0	0	0	0
The school keeps my child safe	18	78	4	17	0	0	0	0
The school informs me about my child's progress	17	74	6	26	0	0	0	0
My child is making enough progress at this school	13	57	8	35	1	4	0	0
The teaching is good at this school	19	83	4	17	0	0	0	0
The school helps me to support my child's learning	20	87	3	13	0	0	0	0
The school helps my child to have a healthy lifestyle	15	65	6	26	0	0	0	0
The school meets my child's particular needs	16	70	7	30	0	0	0	0
The school deals effectively with unacceptable behaviour	14	61	6	26	0	0	0	0
The school takes account of my suggestions and concerns	18	78	5	22	0	0	0	0
The school is led and managed effectively	18	78	5	22	0	0	0	0
Overall, I am happy with my child's experience at this school	19	83	3	13	1	4	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 all 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.



4 March 2010

Dear Pupils

Inspection of Chelsea Children's Hospital School, London, SW10 9NH

Thank you for all the help you gave us when we visited you in the Chelsea and Westminster, Royal Brompton and St Mary's hospitals and in the unit at Collingham. We particularly enjoyed being able to talk to a good number of you. You told us very clearly that the school work you do enables you to deal much more effectively with your medical problems. You emphasised that staff are always ready to help you and that they make learning fun. You all said what a great difference the school makes to your lives. You told us that the small group sizes are a real help and that staff are 'cool'.

We agree with your very positive comments and consider that you get first-rate care and attention. Chelsea Children's Hospital School provides excellent education. All the staff work very hard to ensure that you are able to complete your education despite the disruptions caused by your treatments.

Many of you said to us that you were anxious about returning to mainstream education because other pupils saw you as 'different' and this made it 'scary'. We want the school to share its expertise in working with pupils such as yourselves more widely with staff in these schools so that when you go back, life is less stressful.

I know that you will all try your very best at all times to help the staff to make Chelsea Children's Hospital School even better.

Yours sincerely

Stuart Charlton  
Lead inspector

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