

North London Hospital School

Priory Hospital, Grovelands House, The Bourne, Southgate, London N14 6RA

Inspection dates

18–20 October 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Sixth form provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher, head of school and governors work together well to bring about improvements. Consequently, the quality of teaching, learning and assessment is good and pupils make good progress from their different starting points. Leaders ensure that the school continues to improve.
- The curriculum meets the often varying and complex needs of pupils well. It enables pupils to engage in their learning and gain the skills, knowledge and confidence they need for their next steps.
- Behaviour is good and pupils from all backgrounds interact well with each other. The behaviour policy is applied well by teachers.
- Leaders ensure that pupils' personal development and welfare are outstanding because they work very closely with other staff, including health workers, to protect pupils from any harm.
- Safeguarding is effective because staff work closely with pupils, carers, and external agencies to ensure that pupils stay safe. Pupils know how they can protect themselves from risks.
- The school is effective in promoting pupils' spiritual, moral, social and cultural development.
- Pupils are taught British values and prepared well for life in modern Britain.
- Leaders, including the proprietor, have ensured that the independent school standards have been fully met.
- Sixth-form students are prepared well for the future, including reintegration to their main school. The school equips them with personal skills and attributes they need to engage with others and continue with their education.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by ensuring that:
 - the most able pupils are challenged through questioning that is probing and work that is closely matched to their abilities
 - there is greater use of practical resources for lower-attaining pupils in key stage 3 to make better progress in mathematics
 - teachers have sufficient subject knowledge to support students in key stage 5, particularly in mathematics and science.
- Improve the quality of leadership and management by ensuring that:
 - teachers have further opportunities to observe outstanding teaching through links with other schools
 - systems for tracking pupils' academic progress are further developed
 - pupils' attendance is at least in line with the national average and their punctuality is good.

Inspection judgements

Effectiveness of leadership and management

Good

- School leaders and governors have high expectations and are committed to improving the outcomes for pupils. Leaders, including the proprietor, ensure that all of the independent school standards are met.
- Leaders have successfully created a culture of respect and tolerance. The clear mission and core values that leaders have implemented underpin all aspects of the school's work, especially in promoting pupils' mental health recovery and ensuring their re-engagement with learning.
- The new executive headteacher and the head of school have already had an impact on improving the quality of teaching, learning and assessment. This has been achieved through lesson observations, carrying out short visits to lessons, and improving the performance management of teachers.
- Leaders monitor the quality of teaching and observe learning in lessons regularly. They undertake short visits to lessons and carry out book scrutinies to check pupils' progress. Teachers are provided with effective feedback on how to improve their teaching. However, staff have limited opportunities to visit other schools, share effective practice and observe outstanding teaching to improve further.
- Leaders ensure that there is a close link between teachers' quality of teaching, their performance management, and any decisions on pay awards.
- There is no middle management structure due to the small number of teachers in the school. Teachers are highly committed and motivated to ensure the best possible outcomes for pupils. Teachers work well as a team and provide good individual and small-group support to pupils. They know their pupils very well and work effectively with leaders to identify those pupils who are falling behind to provide them with additional and good support.
- The school has effective systems to monitor the progress of pupils in relation to the skills and attributes they acquire. These include communication skills, engagement with adults and their classmates and their ability to concentrate well. However, systems for monitoring pupils' academic progress in different subjects are less well developed. The new executive headteacher is fully aware of this and has plans to renew and strengthen this area of work.
- The communication with parents is effective. Leaders ensure that parents are regularly informed about their child's progress.
- The curriculum is broad and balanced and meets the needs of most pupils. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education. The curriculum contributes strongly to pupils' behaviour and welfare, including their physical, mental and personal well-being and safety. However, leaders know that they need to ensure that the most able pupils are sufficiently challenged to ensure they make the rapid progress they are capable of.

- The school effectively promotes pupils' spiritual, moral, social and cultural development. British values are promoted well through pupils learning about democracy, the rule of law and rights and responsibilities.
- Pupils are prepared well for life in modern Britain because they are taught about equality issues, including the protected characteristics, fairness discrimination and valuing diversity. This contributes well to promoting a positive culture in the school where there is respect for diversity.
- Although pupils' attendance and punctuality are improving overall, the rate of improvement is not rapid. During the hospital day, young people receive a range of medical and therapeutic interventions to treat their mental health. For this reason, not all young people will attend every lesson in a day. However, leaders are aware that they need to do more to improve pupils' attendance and punctuality.

Governance

- School leaders, governors and the proprietor are resolute in their determination to improve standards across the school and to ensure that all of the independent school standards are met.
- Governors are ambitious for pupils and share senior leaders' high expectations for their outcomes. They are skilful and knowledgeable and provide good support and challenge to senior leaders to bring about improvements. They do not shirk from taking tough decisions to improve the quality of teaching and outcomes for pupils.
- Members are involved in the development of the school's improvement plan and know the school's main strengths and areas for improvement. They know what they need to do to improve the school further. Governors know about the quality of teaching in the school and the progress pupils make. They are aware of the link between teachers' quality of teaching and any decision on pay awards.
- Governors are fully trained on safeguarding and child protection procedures and carry out their own checks to ensure that all pupils are kept safe.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that the school's safeguarding policies and procedures are effective. All staff have received up-to-date training on safeguarding, which takes into account current government guidance. Staff and governors have a secure understanding of the 'Prevent' duty through the training completed.
- Leaders ensure that safeguarding documents, records, processes and procedures are successfully implemented to create a safe culture in the school. There are effective links with parents, hospital staff and external agencies to ensure that pupils are kept safe. Parents are able to access the safeguarding policy on the school's website.

Quality of teaching, learning and assessment

Good

- Leaders have improved the quality of teaching, learning and assessment over time and, consequently, it is good and pupils make good progress.

- Teachers work with pupils on a one-to-one basis or one-to-two basis on either the work they have planned or work that the home school provides. Teachers make good use of praise to engage pupils in their learning. They also monitor the work of other pupils in the classroom to pick up on any misconceptions and move learning on.
- Teachers provide good opportunities for pupils to develop their speaking and listening skills further. This helps pupils who speak English as an additional language to make good progress with their English.
- Teachers closely assess pupils' skills and abilities in reading, writing and mathematics when they start school. They monitor pupils' well-being, including how effectively they communicate and engage with other pupils and adults working with them.
- Pupils' progress is closely tracked across different subjects and the different areas of their personal development. This enables teachers to identify those pupils who do not make the expected progress, and struggle to concentrate or engage, and provide them with tailored support.
- Teachers work closely with pupils to set weekly targets for improving their communication, engagement and concentration. As a result, pupils refer to these targets to check to assess their progress.
- Pupils with complex needs are helped to engage in their learning through a 'nurture curriculum' to support their personal development and well-being. Pupils participate in, and derive many benefits from, the sessions on meditation and relaxation techniques.
- In English lessons, teachers maintain a sharp focus on improving pupils' comprehension, grammar, punctuation and spelling. Pupils are encouraged to write at length to improve their writing skills.
- Skilful teaching in science contributed to pupils at key stage 4 making good progress in their work on the impact of nutrition on their health. Similarly, teachers engaged pupils well in investigating the best conditions in which enzymes work effectively.
- Pupils particularly enjoy their art lessons. For example, pupils in Years 9 and 10 made good progress in developing their skills when creating a collage and using water colours. Teachers' strong subject knowledge ensured pupils' good engagement and progress.
- Teachers' assessment of pupils' work provides them with clear guidance on how to improve their work, in line with the school's policy on marking. This contributes well to pupils making good progress.
- The strong relationships between pupils and adults help to create a positive atmosphere of trust where pupils feel confident to share their views and opinions.
- Teachers encourage pupils to read regularly and improve their reading skills. Discussions with pupils indicate that they have access to a good range of books in the school to capture their interests. Pupils said that their teachers are helpful in obtaining the books that are not available at school. Most pupils enjoy reading for pleasure. Pupils who read to the inspector read fluently, and with expression.
- Teachers provide sufficient opportunities for pupils to discuss and learn about fairness and equality. In a personal, social, emotional and health lesson, pupils across key stages 3, 4 and 5 engaged well in a discussion on issues around discrimination and stereotyping, after watching a video clip.

- Occasionally, the most able pupils are not stretched enough in their learning. For example, questioning is not probing enough to extend their thinking, nor is the work set consistently challenging. At times, the most able pupils complete work quickly, without further work being set to either consolidate learning or introduce new concepts.
- Although pupils make good progress in mathematics and use a wide range of strategies to solve mathematical problems, the lower-attaining pupils at key stage 3 do not have sufficient access to practical learning resources. This affects their progress. For example, in a mathematics lesson, there was a lack of practical resources to help pupils grasp the concept of 'rotation' quickly.
- Teachers sometimes lack the deeper subject knowledge required at A level to move the learning on for some of the students in the sixth form, particularly in mathematics and science. This slows their progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are very friendly, polite and eager to share their work with adults. They show high levels of independence in lessons and are keen to learn.
- The school gives a high priority to supporting the emotional and mental well-being of its pupils. Pupils have very good access to therapy sessions that are tailored to meet their individual and often complex needs. Such therapy allows pupils to work through their fears and anxieties during their stay in the hospital.
- Pupils work well with their allocated 'key tutor' who acts as an effective advocate for their educational well-being. Key tutors are attentive to detail; they attend the 'care programme approach reviews' and work closely with pupils' parents and/or carers, the home schools and the multi-disciplinary team to meet the needs of pupils, including a planned discharge.
- There is a great deal of emphasis on promoting pupils' self-confidence and self-awareness. Adults provide excellent levels of care and support for pupils to ensure that they feel safe and adapt to the school's routines quickly and learn effectively.
- Pupils' welfare is promoted effectively through the personal, social, emotional and health lessons. There is a good focus on subjects such as healthy eating, mental health, and sex and relationships education.
- Pupils said that they 'feel very safe' in the school. The school teaches pupils well about how to keep safe in many different situations, including when using the internet.
- Pupils are highly aware of different forms of bullying, including cyber bullying. Pupils say that bullying is never an issue in the school and that they get on very well with each other. Adults are highly trained to manage any risks to pupils' safety and well-being, and act promptly to deal with any concerns.
- All pupils reflect on their 'hope for the future' which teachers use to prepare them for the next step when they leave the school. Older pupils receive effective careers advice that enables them to consider courses or career paths they might pursue.

Behaviour

- The behaviour of pupils is good. Pupils from all backgrounds interact well with each other. Incidents of poor behaviour were not observed during the inspection and this is reflected in the school's log on pupils' behaviour and incidents of bullying. Pupils are emphatic that incidents of racism, sexism or homophobia are rare. Pupils are very well mannered and communicative.
- Pupils' good behaviour and positive attitudes to learning are based on their respectful relationships with each other and staff. Pupils contribute willingly to the development of the school, for example in taking part in the school council and growing vegetables to raise money for charity.
- Behaviour in lessons, corridors and the ward is good. Pupils are clear about the school's expectations of their behaviour and staff ensure that the school's behaviour management policy is consistently applied.
- Leaders are mindful that pupils' below-average attendance and occasionally poor punctuality are determined by their health. Occasionally, pupils are not well enough to leave their rooms in the ward to attend lessons and/or they are receiving medical or therapeutic treatment. However, pupils are not persistently absent because learning is provided on the ward for pupils who are unable to attend lessons.

Outcomes for pupils

Good

- Due to pupils staying at the hospital school for an average of 15 weeks, and the very small number of pupils from different groups, it is not possible to compare their progress and attainment with that of other pupils nationally. Pupils will usually take their GCSEs and A levels at their home school.
- Pupils successfully acquire a good grasp of basic skills in literacy and numeracy, including information technology and speaking and listening, because the school addresses gaps in pupils' learning. Teachers ensure that all resultant assessment information is used to identify gaps in pupils' learning and develop their potential. The assessment information is shared regularly with parents.
- Pupils' academic and personal progress is monitored closely. This enables teachers and leaders to assess the impact of the curriculum provision on pupils' recovery and preparedness to re-engage successfully in a school placement.
- Progress is more rapid as pupils settle in the school and grow in confidence, particularly as they approach their discharge date. A few pupils make inconsistent progress due to their varying mental health conditions.
- Most pupils in key stages, 3, 4 and 5 make good progress in their academic and personal progress. Scrutiny of pupils' work in, for example, English, mathematics, science and creative arts and the school's own information show that there is no significant difference in the progress of different groups of pupils. Observations of learning in lessons show that most pupils are working at a standard which is expected for pupils of their age.

- Pupils enjoy reading and are encouraged to read. They were seen and heard reading throughout the inspection. Some pupils make notable good gains in reading.
- There are too few disadvantaged pupils to make any meaningful comparisons between their progress and other pupils nationally.
- The small number of pupils who have special educational needs and/or disabilities make good progress from their starting points. The support offered by teachers is effective and ensures that pupils succeed in their learning.
- Occasionally, the most able pupils do not tackle work that is challenging enough. Teachers' questioning is sometimes not probing enough to deepen their understanding and initiate high-level discussion and debate. This slows their progress.
- When pupils leave the school, they do so with a range of skills and attributes that equip them well for their next steps. No pupils leave the school as NEET (Not in Education, Employment, or Training).

Sixth form provision

Good

- Leadership and management of the sixth form are good. Leaders ensure that the quality of teaching, learning and assessment is good and that students make good progress.
- Students in the sixth form experience a broad and balanced curriculum. This includes learning about their options, careers education, economic well-being and enterprise, and physical education which qualified therapists deliver. There is a strong emphasis on developing students' spiritual, moral, social and cultural development. They learn about British values and are taught about the dangers of radicalisation and extremism.
- Students are provided with impartial careers guidance in individual and small-group sessions. This ensures that they undertake study programmes that develop career readiness and enable them to make plans for their future.
- Where appropriate to their level of risk, a few pupils undertake work experience in local businesses. During the academic year 2015/16, three students successfully engaged in work experience that led to one progressing to an apprenticeship upon discharge.
- Students develop useful personal, social and employability skills, through The Prince's Trust Employability and Enterprise units. Two students have engaged with this to date.
- Students particularly make good progress with their communication skills and willingness to engage with adults over a short period of time. They are supported well to develop their independence and as part of their preparation for moving on to lifelong learning.
- Behaviour is good and the school's work to promote students' personal development and welfare is exceptional. In a survey conducted by the school in July 2016, all students stated that they felt safe in school. Inspection evidence confirms this finding.
- The school ensures that no student is discharged as NEET. For example, during the academic year 2015/16 the school was successful in securing an appropriate education or training placement for all students.

- Students make good academic progress. At the end of the summer term 2016, few students were on target to achieve their targets on admission; when they were discharged, over one third were on target. Similarly, the school ensured that the large majority of students on the BTEC National Diploma course were on track to achieve this qualification. For students taking A levels, none was on track to achieve grades A* to C on entry. When they were discharged a small minority were on target to achieve the grades.
- Students make good progress developing their skills in English and mathematics. Students' home school usually provides the hospital school with work in the subjects that students study. However, occasionally teachers' lack of subject knowledge at A level, particularly in mathematics and science, slows students' progress.
- Attendance is in line with the average for the school but is below the national average. Leaders are aware that attendance and punctuality require improvement across the whole school.

School details

Unique reference number	142534
DfE registration number	308/6005
Inspection number	10020882

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	18
Of which, number on roll in sixth form	13
Number of part-time pupils	0
Proprietor	Priory Education and Children's Services
Chair	John Steward
Executive headteacher	Patricia Wilson
Annual fees (day pupils)	£33,250
Telephone number	020 88828191
Website	www.priorygroup.com/northlondon
Email address	NorthLondon@priorygroup.com
Date of previous inspection	Not previously inspected

Information about this school

- The North London Hospital School is a day school based at the Priory North London Hospital in Enfield. It is attached to a ward in the hospital's child and adolescent mental health service unit (CAMHS), which provides psychiatric assessment and treatment for 11- to 18-year-olds. Young people at the school have social, emotional and mental health needs and are admitted during a mental health crisis.

- The hospital and school are owned by the Priory Education and Children's Services, which also run CAMHS specific specialist schools and education services at several other locations.
- The average length of time for pupils who are resident in the hospital is 15 weeks. However, for a small group of pupils this can be shorter or longer. Almost all are dual registered with their home school. Consequently, the cohort of pupils is very changeable due to the nature of the school's setting.
- Young people are admitted to the CAMHS unit with disorders including: suicidal ideation, psychosis, drug-induced psychosis, schizophrenia, personality disorder, depression and serious self-harm.
- The school had its pre-registration inspection on 7 December 2015 when it met all the independent school standards. The school had its registration confirmed by the Department for Education on 20 January 2016.
- The school is run from 9.30am to 3.00pm each day, with pupils' attendance and tuition tailored around their health and treatment needs. Some aspects of the curriculum are delivered by health professionals and undertaken out of these hours.
- The pupils are funded by the National Health Service with patient care and health services last inspected in January 2015 by the Care Quality Commission. The quality of care and provision was judged as good. The pupils are funded by the National Health Service and their local authority. Since the school's pre-registration inspection in December 2015, a new head of school was appointed on April 2016 and the new executive headteacher was appointed in September 2016. The executive headteacher is also responsible for two other hospital schools: the Chelmsford Hospital School and Ticehurst Hospital School. All three schools have their own full-time head of school to manage the school on a day-to-day basis.
- This is the first standard inspection of the North London Hospital School.
- There are currently no pupils in the school with an education, health and care plan. There are a very small number of pupils who have special educational needs and/or disabilities, disadvantaged pupils and those who speak English as an additional language.
- The school uses no alternative provision.
- There are currently three full-time and one part-time teaching staff.

Information about this inspection

- The inspection was carried out by one inspector with one day's notice and took place over two and a half days.
- The inspector spoke to the chair of governors (also representing the proprietor), the executive headteacher, the head of school, teachers and pupils.
- The inspector observed nine teaching sessions with either the executive headteacher or the head of school, reviewed pupils' work and spoke to a number of pupils in key stage 3, 4 and 5 about their learning and about the school in general.
- The inspector listened to pupils read.
- A wide range of documentation was reviewed, including records of pupils' progress and assessments, risk assessments, attendance, audits, policies, case studies and minutes of meetings, and the school's own evaluation and development plans. The single central record and other safeguarding policies and practices were scrutinised.
- The inspector checked the school's compliance with the independent school standards while undertaking the inspection and toured the school with the executive headteacher and the head of school.
- There were no responses to the Ofsted's online questionnaire, Parent View.
- Two questionnaires submitted by members of staff were scrutinised.

Inspection team

Avtar Sherri, lead inspector

Ofsted Inspector

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