

The Priory Woodbourne Hospital School

Woodbourne Priory Hospital, 21 Woodbourne Road, Edgbaston, Birmingham, West Midlands B17 8BY

Inspection dates

19–21 September 2017

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

- Leaders and teachers make sure that pupils' learning is based on careful and thorough assessment of their individual needs. As a result, effective teaching and assessment ensure that pupils make good progress from their individual starting points.
- Leaders work effectively with therapists and outside agencies to support pupils' educational and social and emotional needs. This results in the vast majority of young people successfully reintegrating into mainstream education.
- Pupils arrive at the school having experienced significant challenges, often resulting in prolonged periods of absence from their previous school. Teachers build positive, trusting relationships, enabling pupils to settle quickly, engage with learning and make good progress from their starting points.
- Personal development, behaviour and welfare of pupils are a key strength of the school. The holistic work contributes well towards developing pupils' self-confidence and motivation. There is a culture of respect where pupils help and support one another.
- On rare occasions, teaching is not matched to the ability of the pupils, therefore limiting opportunities for all pupils to make progress.
- Recent operational changes have resulted in an increase in sessions for clinical input. As a result, the hours of learning have been reduced, particularly in science and humanities. As a result, the progress of a minority of pupils has been inhibited.
- Attendance for some pupils remains low. However, cohesive work between school leaders and the multidisciplinary team, combined with effective intervention strategies, has resulted in the vast majority of pupils improving their attendance over time.
- 16 to 19 study programmes are carefully planned to meet the needs of students in the sixth form. Individualised programmes of study build on students' skills and knowledge and prepare them well for their next steps.
- The school does well to develop pupils' understanding of life in modern Britain; however, this work needs to be further embedded into the curriculum. This is to ensure that when pupils miss sessions, they have the opportunity to catch up.

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?

- Further develop and improve the delivery of the curriculum by:
 - ensuring that there are sufficient learning hours to meet the needs of all learners, particularly in science and humanities
 - further developing the opportunities for pupils to learn about life in modern Britain
 - making sure that teaching is matched to the ability of pupils and enables all pupils to make progress.
- Continue to work effectively with the multidisciplinary team and other agencies to promote and improve pupils' attendance.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and managers have ensured that all of the independent school standards are met.
- Leaders have high expectations of pupils and staff. They have created a culture of respect where pupils help and support one another. There are positive relationships between the leadership team and staff. Staff are proud to work at the school and feel that leaders have created a culture in which teachers are trusted to take risks and innovate in ways that are right for the pupils.
- Leaders and staff assess pupils' needs effectively. Staff plan subsequent learning activities well, enabling pupils to make good progress from their initial starting points. Many pupils have experienced disruption to their learning, resulting in significant gaps in attainment. Leaders are ambitious for all pupils and promote improvement effectively through the setting of challenging targets and thorough quality assurance procedures.
- The provision for pupils who have special educational needs and/or disabilities is highly effective. The special educational needs coordinator (SENCo) liaises with previous schools and the hospital staff to identify barriers to learning. The SENCo works in close partnership with teaching staff to develop appropriate learning and intervention strategies.
- Leaders work effectively with pupils' previous schools to understand pupils' strengths and abilities. They ensure that pupils are able to continue with, and make progress in, their learning. In some cases, this has been highly successful, enabling some pupils to achieve good GCSE and AS-level qualifications.
- Assessment systems, although newly implemented, have been developed in partnership with similar schools within the organisation. As a result, systems are sharp and focused on relevant and appropriate outcomes.
- Leaders have developed robust and rigorous processes for monitoring the quality of teaching and learning. The headteacher tackles underperformance quickly and has put in place proven systems of support and challenge to drive improvements. As a result, leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. Improvement plans are highly detailed, focused on improving pupils' outcomes and used effectively to inform staff development.
- The curriculum is broad and balanced and equips pupils with experiences in English, mathematics, science and computer skills. Pupils have the opportunity to continue with work set from previous schools through robust partnership working and precise target setting.
- As a result of recent operational changes, a proportion of education hours have been allocated to therapeutic sessions. As a result, the number of hours dedicated to science and humanities have been reduced. Leaders have ensured that this has not affected the majority of pupils' learning. However, the progress of a minority of pupils has been inhibited. Leaders have detailed plans in place to review the curriculum and the time given to enhance pupils' learning. The range of in-class and enrichment activities contributes well to developing and improving pupils' behaviour, safety and welfare. This

includes their physical, social, emotional and mental well-being.

- Leaders' monitoring of teachers' performance is thorough and detailed. For example, leaders monitor and evaluate teachers' feedback to pupils and the work pupils produce. Leaders' targets for staff development are robust and are strategically linked to the whole-school development plan. Staff say that they have a clear understanding of the school's goals and that their training is effective.
- Leaders have developed highly effective working relationships with clinical professionals and therapeutic staff. Regular meetings and a comprehensive daily handover ensure that all practitioners have a thorough understanding of the young people they are supporting. Staff use this information to inform their lesson planning and to adapt activities to meet the pupils' needs. Leaders recognise the impact of pupils' well-being on learning and liaise effectively with therapists to meet the needs of all pupils.
- Teachers value the support from leaders and the training they receive, which has impacted strongly upon their teaching and pupils' learning. This is particularly true of support and intervention strategies delivered by the SENCo.
- Pupils' spiritual, moral, social and cultural development is well promoted. Pupils have opportunities to visit theatres and local parks. Pupils engage in a wide range of debates and discussions. For example, pupils discuss a range of cultural themes, including American and African artwork, mehndi (a form of body art from India) designs and henna tattoos. Regular topical quizzes promote current news events as well as a wider cultural understanding of the world and languages. Pupils develop socially through carefully planned group activities and pair work. However, pupils' understanding of fundamental British values and British institutions is inconsistent and needs to be further woven into the curriculum to make sure that pupils who miss sessions have the opportunity to catch up.

Governance

- The arrangements for governance are newly established. The headteacher and regional operations director have a clear and accurate understanding of the school's strengths and areas for improvement. Leaders have produced a detailed development plan outlining the school's key priorities. Leaders and governors share this vision with staff. Staff who spoke to the inspector said that they understand the school's aim to help pupils overcome their difficulties and to make good progress and achieve success
- The governing body is made up of multidisciplinary professionals, including the hospital director. This enables effective support, challenge and joined-up working. Governors are committed to improving pupils' outcomes.
- Arrangements for wider governance are effective. The school is part of a cluster within the organisation who meet regularly to provide support and challenge. This has been particularly beneficial in developing a shared assessment and recording system across the schools.

Safeguarding

- The arrangements for safeguarding are effective.
- The school does not have a website. The school has a suitable safeguarding policy that

meets requirements and is available to parents via the school office.

- The headteacher is the designated safeguarding leader and has a clear understanding of her responsibilities in keeping young people safe. There are also four other trained staff who take appropriate action to identify pupils who may be at risk of harm.
- There is an established culture of effective safeguarding. Staff are highly vigilant. Daily communication, robust recording systems and highly trained staff all help to identify and support pupils' needs. As a result, pupils feel safe and they are safe. Pupils say that if they had any problems, they would be able to 'talk to any of the staff'.
- Staff know the pupils well and work collectively to ensure that any causes for concern are responded to quickly.
- Staff training is appropriate. Staff are aware of their responsibilities and processes for reporting concerns. Regular meetings ensure that staff swiftly share and act upon vital information.
- Parents have no concerns about the safety of pupils.

Quality of teaching, learning and assessment

Good

- Pupils arrive at Priory Woodbourne Hospital School having previously had a disrupted education. Pupils' time at the school varies in length. Some pupils remain at the school for a short time, while others remain on roll for a year or more. All pupils have experienced challenges which have resulted in disruption to formal education arrangements. Some pupils have not accessed school for prolonged periods of time. Teachers understand both the pupils' academic and therapeutic needs and their starting points. They use effective assessment, planning and communication with previous schools to help pupils learn well.
- Teachers know their pupils well as individuals. The school plans and delivers a personalised curriculum based on information received from the pupil's previous school and rigorous initial assessment when the pupil arrives at the school. Personalised learning routes are mapped towards previous educational targets where appropriate, enabling pupils to catch up with missed work. Planning for individualised learning is effective and helps pupils to learn well.
- Teachers use clinical and therapeutic information effectively to inform their planning and reshape tasks wherever necessary. The work of the SENCo supports pupils' individualised learning routes and equips teachers with strategies and intervention techniques to ensure that they support all pupils well. Teachers ensure that pupils have sufficient time to review their learning and develop further.
- Teachers use secure subject knowledge to motivate and re-engage learners. They use skilful questioning to deepen understanding, encourage participation and secure understanding. For example, in art, teachers use questioning well to develop pupils' ideas and improvements to their work.
- Teachers create the opportunities for pupils to develop and practise reading, writing and communication effectively throughout the curriculum. Teachers use baseline assessments and personal profiles effectively to plan suitable experiences in discussions, pair work and team-based quizzes to develop speaking and listening skills.
- Teachers have established safe learning environments. There are high expectations for

conduct and pupils are expected and encouraged to work with positive attitudes. Pupils feel that they learn well in this environment. They say that the smaller class sizes help them to concentrate and that teachers take time to make sure that they fully understand their work. Pupils say that teachers know them well and take into account how they are feeling.

- On occasion, teachers do not match the learning activities to the abilities of the pupils. A few pupils stated that sometimes the work is too easy. This negatively impacts on pupils' progress. However, this is rare. The school's information shows that the vast majority of pupils have made good progress in English, mathematics and communication skills.
- Parents recognise and value the work of teachers. They say that education has played a massive part in their child's recovery and ability to reintegrate into mainstream education. Parents feel that the school works in partnership with them and provides supportive and relevant learning for their children. The vast majority of parents state that they receive accurate information about how well their child is progressing.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's work with the multidisciplinary team is highly effective in establishing personal starting points. As a result of careful planning and joined-up working, the teams plan and deliver sessions to promote communication and concentration skills which contribute towards pupils' well-being. The school's information shows that while the majority of learners make progress, a small minority of learners make significant gains in their social and emotional development.
- Within classes and around school, there is a culture of respect. Relationships between teachers and pupils are trusting and highly positive. Pupils work well together and show respect for others' ideas and views. Pupils help one another with more challenging tasks and make suggestions for improvement through carefully planned peer-assessment opportunities.
- The school's work on careers guidance is effective. Sessions are well planned and impartial, taking into account the needs of pupils and promoting high aspirations. Work with pupils is encouraging. Pupils speak positively about career choices and the support staff give them in preparing for their future. Learners are supported in curriculum vitae writing and interview techniques. A range of external speakers help pupils to make informed choices and prepare for the next stage of their education or employment and training. Some pupils have attended careers fairs and externally organised skills shows.
- The school's culture promotes all aspects of pupils' welfare. Pupils say that they feel safe, and robust systems, high vigilance and effective communication ensure that they are safe. The curriculum provides pupils with opportunities to learn about keeping themselves safe and healthy. Pupils engage fully in sessions to support their emotional and mental health and recognise gains in their personal development through self-assessment.
- Pupils are aware of different types of bullying. They say that there is no bullying within school and are confident that should any instances arise, staff would sort any problems

out for them. Pupils can articulate how to keep themselves safe online. The school recognises the vulnerabilities of pupils and ensures that they are aware of the risks of grooming, exploitation and radicalisation.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and respectful towards one another, their teachers and visitors to the school. They work well in group activities and respond quickly to adult requests. Staff state that behaviour is good and consistently well managed. They recognise that leaders support them in managing challenging behaviour. There are high expectations around behaviour. As a result, conduct both within lessons and around the school is positive.
- Pupils' attitudes to learning are positive. They demonstrate pride in their work and show respect for their learning environment, which is well maintained. Their positive attitudes have a good impact on the progress they make academically, socially and emotionally. The school's information shows that pupils' behaviour improves well over time.
- Some pupils have experienced significant gaps in formalised learning, and the attendance for some pupils remains low. Staff work effectively to promote and encourage good attendance. This involves close working with parents, hospital staff and other professionals to identify barriers and develop strategies to re-engage learners. The school's information shows that where attendance has been low, there is marked and sustained improvement.
- There are high expectations around conduct and behaviour. Teachers model good practice and pupils thrive in a caring environment. As a result of well-established practices, derogatory or aggressive forms of language are exceptionally rare.
- Parents state that behaviour is good. There are no concerns raised about the personal development, behaviour or welfare of pupils.

Outcomes for pupils

Good

- Pupils arrive at Priory Woodbourne Hospital School having experienced significant gaps in formal learning. Given their starting points, pupils make good progress across the curriculum and socially and emotionally.
- The school sets ambitious targets for pupils. The school's information shows that the vast majority of pupils' make good or better progress. The work in pupils' books reflects this good progress. For example, in English, writing has developed in fluency and accuracy over time and in mathematics pupils show resilience when resolving higher-level problems.
- Staff prepare pupils well for the next stage of their education or employment and training. In addition, the vast majority of pupils are able to return to their previous school successfully.
- Through highly effective liaison with previous schools and the planning for an individualised curriculum, pupils have the opportunity to keep up with their studies and re-engage with their learning. Often, this means intensive work and one-to-one additional support, resulting in positive outcomes. The majority of pupils in Year 11 and Year 12

achieve GCSE and AS-level qualifications in English, mathematics and science.

- Staff carefully assess and check pupils' social, emotional and personal development and outcomes. The school works effectively with the wider medical staff team to plan suitable opportunities for pupils to make progress towards their therapeutic outcomes. The school's assessment information shows that pupils make significant progress in communication, well-being and participation in planned classroom activities.
- Staff work with the occupational therapy team to support pupils' development of personal skills effectively. This contributes significantly to academic outcomes through a specific focus on key areas such as concentration and communication with adults about learning. These measures are self-assessed by pupils and moderated by teachers. Information provided by the school, and confirmed by the inspector, shows that pupils make impressive gains in their personal development and critical-thinking skills.

Sixth form provision

Good

- The 16 to 19 study programme meets requirements. Students accessing the sixth form are safe and feel safe. They demonstrate good behaviour and conduct and understand how to keep themselves safe.
- Leaders have high expectations for students. Students benefit from a personalised approach to their learning. Education staff and the multidisciplinary team work in partnership to plan and deliver an individualised curriculum. These programmes of study build on students' prior knowledge and experiences and prepare them well for future steps. As a result, teaching, learning and assessment are effective and enable students to make progress.
- The vast majority of pupils transition successfully into their next phases. Most students return to their original school, and some pupils move on to further education or alternative provision suitably matched to their needs.
- In some cases, learners have the opportunity to retake GCSE examinations or access additional learning routes with the option of progressing to A-level and AS-level qualifications. Students engage well and secure new learning and skills. The school's information shows that the majority of pupils improve their grades from previous settings. The majority of students make strong progress from their starting points.
- Some students are able to access work experience, which is carefully planned and well supported by staff. Where students are unable to do so, they are able to develop work-based skills within the classroom environment and through participation in careers fairs.
- Students receive high-quality, impartial careers advice. This is carefully planned to meet their individual needs and identified choice of career path. Students are provided with opportunities to develop employability skills such as preparation for interview and presenting a positive image. Students are able to make well-informed decisions about future plans.
- Personal profiles are used effectively to provide students with the opportunities to develop essential skills for the future, including communication, working with others and social and emotional resilience. Students also develop the skills to work independently. The sixth-form provision prepares students well for life in modern Britain.

School details

Unique reference number	142623
DfE registration number	330/6025
Inspection number	10020883

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	10 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	13
Of which, number on roll in sixth form	4
Number of part-time pupils	0
Proprietor	Priory Education Services
Chair	Simon Coles
Headteacher	Jilly McCarrick
Annual fees (day pupils)	£33,250
Telephone number	0121 434 4343
Website	www.priorygroup.com
Email address	VanessaWilkinson@priorygroup.com
Date of previous inspection	Not previously inspected

Information about this school

- Priory Woodbourne Hospital School opened in January 2016.
- This is the school's first standard inspection.
- Priory Woodbourne Hospital School is an independent school which provides education for inpatients aged 10 to 18 years at Woodbourne Priory Hospital who are unable to access

their own school for medical or psychological reasons. For many pupils, this has resulted in prolonged periods of absence from formal education.

- The aim of the school is to help young people keep up with their studies or re-engage with learning.
- The school does not use any alternative educational provision.

Information about this inspection

- This inspection was carried out with one day's notice.
- The inspector observed teaching and learning across all year groups in boys' and girls' classes across a range of subjects, including English, mathematics, science, art and careers education.
- The inspector spoke to pupils about their work, pupils' behaviour and how they learn to stay safe.
- The inspector examined the work in pupils' books and reviewed the school's assessment information.
- The inspector observed pupils' behaviour and the implementation of the school's behaviour policies and procedures throughout structured learning time and within other structured activities.
- Meetings were held with the headteacher, the regional operations director and staff. The inspector also met with other members of the governing body, including the hospital director.
- Due to insufficient responses to Parent View, the inspector reviewed surveys completed by parents.
- A number of school documents and policies were examined. These included safeguarding policies, the school development plan, the school's assessment information and personalised learning plans. Records on pupils' behaviour and attendance and the admissions register were also scrutinised. The school does not currently have a website.

Inspection team

Melanie Callaghan-Lewis, lead inspector

Ofsted Inspector

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