

# Brighton & Hove Clinic School

14–18 New Church Road, Hove BN3 4FH

## Inspection dates

15–17 January 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- In the short time that the school has been open, the headteacher and staff have built a successful and caring school.
- Adults share a commitment to ensuring that pupils make good progress in their learning during their time at the school.
- Pupils feel safe at the school. Staff care for and support pupils well. Staff and parents and carers agree that pupils are safe at school.
- The school liaises very well with pupils' 'home' schools to provide a bespoke curriculum. The curriculum in particular provides opportunities for pupils to immerse themselves in reading, writing and the creative arts.
- Teaching is highly personalised and is successful in inspiring pupils to learn. A pupil said, 'My teachers have re-ignited my love of learning'.
- Highly efficient communication strategies with hospital staff contribute to seamless support for pupils.
- Pupils value their education and enjoy coming to school. They behave very well. Their attendance is excellent.
- Governance is strong because the proprietor and head of education for Elysium Healthcare are effective as the school's management committee. They ensure that all the independent school standards are met consistently.
- While leaders have action plans in place, the plans do not state precisely enough how leaders will monitor the success of their plans.
- Science teaching is not yet fully effective due to a lack of suitably knowledgeable staff.
- In mathematics, pupils are not provided with enough opportunities to explain how they approach and solve real-life numerical problems.

### 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 teaching in mathematics, by ensuring that pupils have opportunities to apply their knowledge to solving real-life problems.
- Ensure that the teaching of science is strengthened, by carrying put plans to secure appropriately knowledgeable staff.
- Improve leadership and management, by ensuring that:
  - improvement plans provide the intended outcomes of each action
  - leaders monitor sharply the outcomes of their actions
  - teaching staff are provided with precise feedback about the effectiveness of their teaching and the impact it has on pupils' progress.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- In a short space of time, the headteacher, together with the head of education for Elysium Healthcare, have set up an effective and caring educational setting for pupils admitted to Brighton & Hove Clinic. The headteacher is determined that pupils should continue with their learning successfully, despite many of them only being in the hospital for a short while.
- Staff hold the headteacher in high regard. All adults are equally determined that pupils should receive a high-quality educational experience. The headteacher has developed a strong team ethos. A member of staff representing the views of colleagues said, 'We are all on the same page,' when describing their common vision. Staff morale is high as they feel they are making a significant contribution to the future of pupils in their care.
- Highly effective communication at all levels is a particularly strong feature of this school. The hospital staff and the teaching staff share knowledge regularly, so that pupils are supported well. Meeting pupils' complex needs is at the heart of staff's actions. The views of pupils, parents and teachers are considered regularly in this improving provision.
- The curriculum is flexible and provides bespoke learning for pupils. The effective core curriculum of English, mathematics, personal and social education, science, art and drama provides a strong base for learning. The pupils' home schools provide details of the topics that pupils are missing while they are in hospital. These topics are covered in 'facilitated study', which provides opportunities for independent learning, while being supported by school staff. Pupils who have been out of education for a while have a curriculum provided for them according to their aspirations and interests. Leaders have well-founded plans to provide a range of vocational short courses to enrich the curriculum further.
- The curriculum supports pupils' spiritual, moral, social and cultural development well through an effective personal and social education programme. For example, pupils analyse the work of historical figures such as Martin Luther King, consider newspaper reporting of current political topics, and tackle ecological subjects such as saving resources.
- The school provides a rich wider curriculum. Pupils have the opportunity to take part in yoga and relaxation classes, which is beneficial for their well-being. Groups such as debate club and book club provide useful extra-curricular activities.
- The headteacher has an accurate view of the strengths and weaknesses of the school. She ensures that there is a culture of continual development, and has an improvement plan in place. While the plan identifies key actions to take to improve the school, it is less clear on how the headteacher and those responsible for governance will judge the success of these actions.
- Staff have received high-quality training since they joined the school, including working with other schools in the Elysium Healthcare group. Leaders ensure that all adults are suitably knowledgeable about the complex needs associated with pupils who have eating disorders. The headteacher monitors teaching regularly and provides some feedback to teaching staff, although performance management procedures are not yet fully developed to provide specific advice about the quality of teaching.

## Governance

- The proprietor and the head of education, who together make up the management committee, provide effective governance for the school. They have overseen the setting up of this new school and ensure that appropriate staff are in place as the school has grown.
- The management committee checks that the independent school standards are met consistently. They require the headteacher to provide evidence of the effectiveness of the school. The director of education visits the school regularly so she can see the school at work for herself. The headteacher values the support that the management committee provides.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have established effective systems to make sure that current statutory safeguarding requirements are met. A comprehensive and suitable safeguarding policy, adapted from Elysium Healthcare's model policy, is available on the school's website, as required.
- Leaders have developed a strong safeguarding ethos. Regular training ensures that staff are kept up to date with the latest advice and guidance, including keeping pupils safe from the risks of extremism and child sexual exploitation. Staff are especially vigilant in following advice provided by pupils' individual risk assessments. Staff know how to report concerns about a pupil.
- Leaders carry out statutory checks to ensure that staff employed at the school are suitable to work with children. Administrative records are thorough and a suitable single central register summarises the checks made.

## Quality of teaching, learning and assessment

**Good**

- Teaching is strong because staff provide precisely for pupils' needs. Some pupils require support to develop an appropriate work ethic as they may have developed unrealistic expectations of themselves in the past. Other pupils may have lost the impetus to learn amid struggles with their medical issues. Pupils are unanimous in their praise for how teaching staff help them to regain their confidence. One pupil said, 'I feel that I am now learning to go out in the world, rather than learning to pass exams.'
- Teachers get to know their pupils well. They plan a scheme of work for pupils that is highly personalised, taking into consideration both information from the home school and understanding of pupils' skills and knowledge.
- Teaching of English is strong and pupils are encouraged to write for a variety of purposes. Pupils enjoy opportunities to write freely and with depth. Pupils take great pride in their work. Teaching staff make sure that pupils' writing is celebrated by displaying it on the walls.
- Pupils are encouraged to read often and widely. The weekly book club enables pupils to share their thoughts about the book they are currently reading. Teachers rightly place

much emphasis on literacy skills, for example by encouraging pupils to choose a word for the day that is displayed prominently.

- Teaching staff use questions skilfully to assess pupils' levels of understanding and to challenge pupils to think more deeply. They provide helpful explanations should a pupil require clarification. At other times, teaching staff do not provide answers, but encourage pupils to use their initiative to research for themselves. Pupils are being developed well to be independent and resilient learners.
- Teachers monitor pupils' progress closely. Teaching staff provide helpful feedback according to the school's assessment policy. Pupils take care to respond to their teachers' feedback and consequently improve their work.
- The teaching of mathematics enables pupils to acquire skills and knowledge in calculation, algebra and other mathematical topics. While many consolidate their knowledge, sometimes pupils practise skills they have already mastered. Teaching staff do not place enough emphasis on how mathematics can be used to solve real-life problems.
- The teaching of creative arts is strong. Teachers help pupils to use different techniques well and to express their ideas when producing a piece of art. Similarly, the teaching of drama is highly effective. Some pupils develop their understanding of characterisation through analysis of film, while others continue successfully with the performance aspect of a GCSE course.
- Inspection evidence shows that while pupils receive science teaching, and complete science work provided by their home school, the teaching they receive in science is not sufficiently inspiring. Leaders have identified that the teaching of science is not yet good enough. This is mainly because they have yet to recruit a permanent, suitably qualified member of staff.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- All staff put pupils' personal development at the centre of their work. Staff make sure that pupils are treated with the utmost respect and they work tirelessly to understand them and meet their needs. As a result, pupils' confidence improves. They feel valued and learn quickly to trust staff.
- All pupils have a key worker who is a member of staff at the school. Key workers are effective in providing mentoring and support for pupils. Pupils are highly appreciative of the guidance and help that they receive.
- The open culture enables pupils to feel safe. Pupils are taught to understand how to keep themselves safe, especially when using computers. Parents agree that their children are safe at school.
- Pupils are confident that their views are accepted by the school community. For example, pupils readily take part in 'quote of the day', designed to find an inspirational quote to share with their peers. Staff members encourage pupils to give feedback on their learning, and pupils feel that they have a strong input into the school. The weekly 'community meeting' provides a forum where all staff and pupils, including hospital

colleagues, talk about the strengths of the school and how it could be improved. Pupils say that this is an effective way to help them feel valued.

- Pupils report that there is no bullying. They are confident that should they have any concern, it would be dealt with swiftly and effectively by staff.
- Pupils are helped to prepare for their future options or careers when appropriate.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils are keen to learn and are proud of their school. They behave impeccably, being unfailingly courteous and polite to others. Despite their complex needs, pupils try hard and have very high levels of concentration when they are well enough to study.
- The school is a calm and peaceful haven. Should a pupil feel unwell or unable to continue with their work, the matter is dealt with effectively by staff. Teachers are excellent role models and provide pupils with constant reassurance.
- Pupils say that they enjoy coming to school and they rarely miss a day. For most pupils, this is a considerable improvement on their attendance levels in the past. Pupils value their education and what the school provides for them.

## Outcomes for pupils

**Good**

- Pupils join the school at varying points in the school year. Most pupils currently at the school arrived very recently. Leaders waste no time in liaising with pupils' home school to find out about their current levels of attainment and the work that should be covered. Pupils' abilities and ages vary; however, staff are adept at modifying the curriculum and teaching to suit pupils' individual needs. When asked about the main strength of the school, a pupil said, 'Staff accept our level of knowledge and work with us.'
- Once pupils are well enough, they make good progress. When asked, pupils reflected that the focused, tailor-made approach taken by teachers helps them to make the most of their time at the school. One pupil said, 'I am definitely making progress and learning new things.'
- Pupils make strong progress in English. Pupils read often during lessons and there is a culture of reading widely for enjoyment. Pupils' reading skills vary according to their age and ability, but all pupils share a love of books. Pupils write with eloquence, and learn strategies such as poetic techniques to add more depth to their work.
- Pupils voice their opinions readily during lessons. While at the school, they make strong progress in their speaking and listening skills as they regain confidence in themselves.
- Progress in mathematics is steady, although pupils do not get enough opportunities to apply their knowledge to solve mathematical problems they may encounter.

- Most-able pupils generally make good progress at the school. They develop independence and resilience because they research for themselves in cases where a specialised member of staff is not currently available to help them. While a small minority of parents voiced concerns that their children may not be stretched sufficiently well, pupils said that their work challenged them. Inspection evidence showed that pupils produce work with depth and maturity.
- While it is difficult for staff to gauge progress in the short time that pupils attend the school, teaching staff monitor regularly the small steps made by pupils. In this way, teaching staff keep a careful eye out to maintain positive outcomes for pupils. School records show that most pupils make good progress in their subjects. Work scrutiny during the inspection concurred with this view.
- Pupils are being prepared well for their next stage of education. As the provision is very new, very few pupils have yet to leave the school. It is envisaged that most pupils will return to their home school once they leave the hospital.

## School details

Unique reference number	146036
DfE registration number	846/6026
Inspection number	10081031

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 special school
School category	Independent school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	9
Of which, number on roll in sixth form	2
Number of part-time pupils	0
Proprietor	Kath Murphy
Chair	Kath Murphy
Headteacher	Nicola Beil
Annual fees (day pupils)	£31,200
Telephone number	01273 735897
Website	<a href="http://www.elysiumhealthcare.co.uk">www.elysiumhealthcare.co.uk</a>
Email address	<a href="mailto:info@elysiumhealthcare.co.uk">info@elysiumhealthcare.co.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Brighton & Hove Clinic School opened in September 2018. It took its first pupils in October 2018.
- It is an independent special school serving the Brighton & Hove Clinic, which is on the same site. The school caters for pupils with special educational needs and/or disabilities associated with medical conditions related to their eating disorders. The school is part of Elysium Healthcare.



- Currently there are no pupils with an education, health and care plan.
- The school is registered for up to 16 pupils from the ages of 11 to 19. The school roll can change according to the number of patients admitted to the hospital. Currently, the ages of the pupils are from 14 to 17, with two pupils in the sixth form.
- The headteacher took up her post in October 2018.
- This is the first standard inspection since the school opened.
- The school does not make use of any alternative provision.

## Information about this inspection

- The inspector met with the head of education and the headteacher. Four responses were considered from staff to the online questionnaire. The inspector met with two further members of staff.
- The inspector met with a parent and held telephone conversations with two others. There was one response to Ofsted's online parent questionnaire.
- The inspector observed teaching and learning across all age groups. All lessons were visited jointly with the headteacher or the head of education.
- The inspector carried out a scrutiny of pupils' work and viewed case studies across year groups. Meetings were held with two pupils.
- A telephone conversation was held with a representative from a pupil's home school.
- A number of documents were scrutinised including: the school's self-evaluation; the school improvement plan; safeguarding documents; a number of school policies; and minutes from management committee meetings.
- As there are only two students in the sixth form, there is no separate judgement for that area. Sixth-form outcomes are included in the main body of the report.

## Inspection team

Sue Child, lead inspector

Ofsted Inspector

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Piccadilly Gate  
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Manchester  
M1 2WD

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