

Kent House Hospital School

Crockenhill Road, St Mary Cray, Orpington, Kent BR5 4EP

Inspection dates

30 April–2 May 2019

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Safeguarding is not effective because the premises are not compliant with fire safety legislation. Visits by the London Fire Brigade in January 2019 and an external fire risk assessor in April 2019 identified multiple areas for improvement. The London Fire Brigade has set leaders a deadline of 5 September 2019 to bring the premises up to the required minimum standards. Consequently, the school does not meet the independent school standards.
- Education leaders were not aware of the fire safety concerns until this inspection. This is because of poor communication between premises managers and education leaders.
- Leaders and governors have failed to check compliance with the independent school standards. Documents, such as the single central register of staff recruitment checks and the admission register, were not compliant when initially shown to the inspector.

The school has the following strengths

- The flexible and bespoke curriculum offer is strong. Pupils say they especially enjoy learning about hair and beauty, employability, childcare, business enterprise and food skills. Pupils' needs, interests and abilities are met.
- Excellent relationships underpin adults' interactions with pupils and the good quality of teaching. Pupils feel respected, cared for and safe. They are, therefore, able to learn well. Recently appointed teachers' practice is developing strongly, thanks to the school's good-quality programme of professional development.
- Pupils' behaviour is outstanding. The school's work to engage pupils who experience mental health difficulties is inspiring. Pupils attend well, behave impeccably and want to do well. They are involved from the outset in preparing for a positive future beyond discharge.
- Pupils' outcomes are good. Despite many barriers, the 'no excuses' culture is borne out in the qualifications pupils achieve, the progress they make, and in their personal development.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management and pupils' welfare by ensuring that:
 - the required improvements are made to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005
 - leaders from healthcare and education communicate with each other more effectively
 - leaders thoroughly check the school's compliance with all the independent school standards.
- The school must meet the independent school standards, as set out in the annex of this report.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The effectiveness of leadership and management is inadequate because leaders have not ensured that all of the independent school standards are met.
- The education leaders believed all the standards were met at the start of the inspection. However, they had not sought and scrutinised available evidence to check compliance. For example, the school's leaders were not aware of the contents of fire risk assessment reports held by premises management.
- The premises are not compliant with the Regulatory Reform (Fire Safety) Order 2005. Visits by the London Fire Brigade and an external fire risk assessor identify multiple issues that contravene legislation. The fire safety action plan initially presented to the inspector by premises management was inadequate. This is because it simply identified 'estates' as responsible for every action, with no timescales. By the end of the inspection, an action plan of improvements was presented jointly by education, healthcare and premises managers to meet the required minimum standards by September 2019.
- Senior leaders representing healthcare and education departments have failed to communicate effectively. Leaders responsible for quality across the organisation have suggested a new cycle of meetings to improve this.
- The curriculum is flexible and more varied than was the case at the school's previous inspection. It is intelligently designed to meet pupils' specific needs and interests, while providing coverage of all the required areas of learning. Pupils learn individually and in small groups, and access a range of academic and vocational subjects. Well-integrated therapeutic, psychological and medical support is provided from hospital professionals. Pupils are able to study English, mathematics, science, and information and communication technology (ICT). They can also study a range of vocational courses including hair and beauty, employability, childcare, food skills, business enterprise, yoga, horticulture and personal effectiveness.
- Leaders work effectively to motivate a committed and positive team of staff. They ensure that the quality of teaching, learning and assessment is typically strong. Leaders' monitoring of teaching is effective. Leaders' use of professional development helps recently appointed teachers to develop their practice well.
- Leaders promote equality and pupils' spiritual, moral, social and cultural (SMSC) development well. Values-based assemblies, visiting speakers, trips, 'student voice' and charity events, such as the 'pop-up salon' and 'Kent House has talent!' enhance the curriculum. Over time, pupils develop resilience, self-confidence and the skills required to prepare for healthy and productive futures, beyond discharge.

Governance

- The school's leaders are supported and held to account by Priory's quality improvement lead, a director of quality and an operations director. The operations director also fulfils the role of chair of governors. Detailed progress reports are scrutinised from the head of school and the executive headteacher. Regular monitoring visits take place, and governing body meetings are held termly. However, despite multiple layers of

management and quality assurance, governors have failed to ensure that all the independent school standards are met.

Safeguarding

- The arrangements for safeguarding are not effective, because the school does not comply with the Regulatory Reform (Fire Safety) Order 2005.
- The school's register of staff recruitment checks and the admission register required adjustments and additions during the inspection, in order to be compliant.
- Leaders facilitate a vigilant, caring and supportive culture. School staff formally meet daily to risk assess every pupil in collaboration with hospital staff.
- Staff are trained well, in line with the latest statutory guidance. Healthcare staff are present in the school at all times with some pupils continuously observed for their own safety. Staff know to refer concerns in accordance with the organisation's procedures. These are followed up appropriately with the hospital's designated safeguarding leader.
- Notwithstanding failings around fire safety, parents and carers trust the school to keep their children safe. Pupils feel safe and comfortable in their school.
- The school's child protection policy reflects the latest statutory guidance, and is available online.

Quality of teaching, learning and assessment

Good

- Teaching across the curriculum successfully enables pupils to re-engage with learning.
- Pupils have extremely positive relationships with their teachers. Levels of staff supervision are high and pupils are provided with an appropriate level of support. This enables them to feel safe and, as a consequence, learn well.
- Teachers plan thoughtful lessons, which carefully consider pupils' complex needs and starting points. Pupils' personal, social and academic skills are developed effectively. Activities are typically engaging, creative and focused on enabling pupils to make progress. Teachers use assessment information well to provide sufficiently challenging work.
- Leaders and long-standing teachers model highly effective teaching. They work hard to share planning and resources to support members of the teaching team who joined the school recently.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate because the school does not comply with the Regulatory Reform (Fire Safety) Order 2005.
- However, pupils feel safe at school, and know they can trust adults there to help them. Pupils feel comfortable to be themselves.
- The bespoke curriculum includes therapeutic, psychological and medical input from

hospital professionals. This enables pupils to develop self-confidence, and social and communication skills.

- The school and hospital's joined-up approach enables pupils to understand their own needs and triggers. Over time, this helps them to lead safe and productive lives beyond discharge. This is, perhaps, best summed up by a pupil: 'Kent House School teaches us that it's okay to be different. The teachers help us through the grey clouds and the darkest of times. They teach us to never give up, and they support you through and through.'

Behaviour

- The behaviour of pupils is outstanding.
- Pupils sectioned under the Mental Health Act quickly settle, attend well, engage in learning and behave impeccably.
- Clear routines, a calm learning environment and specialist support from adults are all helpful in facilitating pupils' excellent attitudes to learning.
- Incidents of misbehaviour and bullying are exceptionally rare. Any discord is managed highly effectively.

Outcomes for pupils

Good

- In the short space of time pupils remain at the school, they make good or better progress across the curriculum. This is as a result of the flexible curriculum, very small class sizes and effective collaboration between hospital and school staff. Pupils' successful re-engagement with learning is central to their recovery.
- The unique progress each pupil makes is outlined in the school's case studies, which typically convey good personal progress. Pupils make very strong gains in their social and emotional well-being, and make especially good progress in their communication skills and self-esteem.
- Pupils' progress in academic and vocational subjects is typically good. It is excellent in English, mathematics, hair and beauty, employability and business enterprise. This is reflected in the plentiful and high-quality work pupils produce.
- Pupils achieve a range of accreditation, and the school works effectively to support them to move on to appropriate destinations when they are discharged. This includes to mainstream schools and residential special schools. All recent leavers in the past year achieved qualifications in English, mathematics and ICT, as a minimum, and transitioned effectively to new settings.

School details

Unique reference number	141697
DfE registration number	305/6013
Inspection number	10055488

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	Hospital school for pupils sectioned under the Mental Health Act
School category	Independent special school
Age range of pupils	12 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	12
Number of part-time pupils	None
Proprietor	Partnerships in Care Ltd (part of Priory Education & Children's Services)
Chair	Andy Cobley
Headteacher	Tina Gornell
Annual fees (day pupils)	£33,250
Telephone number	01689 883 180
Website	www.priorychildrensservices.co.uk
Email address	KentHouseHospitalSchool@priorygroup.com
Date of previous inspection	26–28 April 2016

Information about this school

- Kent House Hospital School is an independent special school in the London Borough of Bromley. Pupils attend the school as a result of being admitted to the hospital as a result of being sectioned under the Mental Health Act.
- The school is part of, and governed by, Priory Education & Children's Services.
- The school is registered for boys and girls. However, at the current time, the hospital and school caters only for girls.
- Though the school admits pupils aged over 16 years old, there is no separate sixth form

provision.

- The school's most recent inspection was a full standard inspection in April 2016.
- Pupils are placed in the school by a range of local authorities.
- The school makes no use of alternative providers.

Information about this inspection

- This full standard inspection took place with one day's notice.
- The inspector observed learning in all areas of the school, alongside the head of school.
- The inspector scrutinised the school's information about pupils' progress and attendance. He also considered a wide range of pupils' work, and met with three pupils.
- The inspector considered the four contributions to Ofsted's online questionnaire, Parent View. He also considered the six contributions to Ofsted's online survey for staff, and the six responses to the online survey for pupils. He spoke with two parents by telephone.
- The inspector met with the head of school, executive headteacher, school improvement lead and chair of governors. He met with all members of the school's teaching and support staff. He also met with a social worker responsible for children looked after, and the hospital's designated safeguarding leader.
- The inspector spoke by telephone with the chief operating officer who represents the proprietorial body.
- The inspector reviewed a wide range of documentation, including policies, logs, evidence of staff training, and information related to safeguarding, fire safety and health and safety.
- The inspector toured the school's premises, and considered additional information and evidence in relation to the independent school standards.

Inspection team

James Waite, lead inspector

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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