

Southampton Priory Hospital School

The Priory Hospital Southampton, Marchwood Park, Marchwood,
Southampton SO40 4DA

Inspection date

29 July 2020

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

All paragraphs

- Leaders have thoughtful plans in place for delivering an appropriate curriculum. Where applicable, they intend aligning with the provision pupils had been accessing at their home school or college prior to being admitted to the hospital. Where this is not feasible, the school's planned schemes of work offer pupils learning pathways that appear suited to meeting their needs.
- The school intends offering an appropriately broad range of subjects which cover the types of learning identified in the independent school standards. They have given careful thought to how the particular needs of post-16 students can be met in a way that reduces the risk of them becoming lost from education.
- Pupils will have the opportunity to access relevant qualifications, to support their preparation for leaving education at the end of Year 11 or Year 13. Close liaison with pupils' home school or college is designed to enable pupils to reintegrate successfully back into mainstream learning once discharged from the hospital, should this be appropriate.
- Leaders anticipate pupils following a full-time timetable that complements their clinical treatment. They have suitable plans for how this timetable will be able to flex in response to pupils' changing clinical needs, so that education supports, rather than hinders, their overall treatment.
- Leaders are rightly mindful of the need to plan for pupils' futures, whether this is returning to mainstream school or moving on from compulsory education. The planned curriculum includes meaningful opportunities for careers information and guidance and the development of useful life skills.
- The planned curriculum incorporates an appropriate personal, social and health education (PSHE) programme, which all pupils will participate in. This gives pupils the chance to learn about life in modern Britain, and to deepen their understanding of diversity and equality, including in relation to protected characteristics.

- School leaders intend working closely with hospital staff, so that education and medical care can complement each other effectively. As such, the number of staff proposed by the school is sufficient, as it will be complemented by clinical colleagues. This brings useful additional expertise to support delivery of the PSHE programme, being mindful of where particular sensitivity might be needed because of historic trauma that some pupils may have experienced. External coaches will be brought in to help deliver physical education (PE) sessions such as yoga.
- Routines are already established in the current provision for assessing and monitoring pupils' progress. The new school intends adopting these approaches, which have proved effective in the past. Parents will be invited to engage in ongoing discussions between pupils, school staff and clinical staff, so they understand the progress that their child is making.
- It is likely that the proposed school would meet this part of the independent school standards.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5

- In their curriculum statement, leaders have identified how they intend learning to actively promote pupils' spiritual, moral, social and cultural development. This is evident through the planning for the range of subjects being offered as well as being the basis of the PSHE curriculum. Promotion of pupils' independence, empathy and social skills is intended to be at the heart of their wider learning.
- Leaders note the importance of ensuring that pupils' experiences do not become insular while they are in-patients at the hospital. They plan to bring in outside speakers where possible to help ensure that learning is relevant to modern life.
- Although pupils will largely be hospital residents, leaders have built in opportunities for them to engage with the local community. Pupils will participate in business enterprise and charity fundraising projects as part of their learning programmes. Where appropriate, pupils will take part in off-site activities such as visiting the local leisure centre and buying cookery ingredients at the local shops.
- The planned curriculum gives due regard to how pupils will develop their understanding of the law and of public institutions in England. Leaders recognise that, for some pupils, it will be important for them to experience more positive interactions with the police, for instance, than might have been the case in the past.
- Pupils will have regular opportunities to engage in debate about meaningful and relevant topics, such as Brexit and whether the government should pay for royal weddings. Through these activities, leaders intend actively teaching pupils how to listen to others, explain their opinions thoughtfully and respect those whose views are different to their own.
- The proposed school is likely to meet this part of the independent school standards.

Part 3. Welfare, health and safety of pupils

All paragraphs

- Leaders demonstrate an astute understanding of their safeguarding responsibilities, being mindful of risks that might not be present in other educational settings. By working in close partnership with the clinical team, they aim to ensure that any risks to pupils' welfare are identified quickly and acted on promptly.
- Systems and processes designed to promote pupils' well-being appear well considered. The written safeguarding policy, which is used by all Priory schools, meets statutory requirements and is supported by a local procedure that identifies key personnel and links to local safeguarding services. References to the Local Safeguarding Children's Board will need updating when the 2019/2020 document is reviewed ready for the new academic year, to reflect the change to local safeguarding partnership boards.
- The head of school will be the designated safeguarding lead for the school, with two colleagues acting as her deputies. Leaders currently in post are suitably trained, and ongoing refresher training is planned to take place in a timely way. Systems are in place within Priory Education Services to disseminate safeguarding updates promptly to the head of school and to support her with any necessary advice and guidance needed to fulfil her role.
- The proposed school's positive behaviour support policy aligns well with the intended ethos and the likely needs of pupils. Detailed induction work with relevant parties, including school staff, clinicians, pupils and their families, is intended to help identify and mitigate against any potential behaviour risks and to promote pupils' positive behaviour. Plans for managing any incidents that occur are meticulous and relevant. Measures to guard against bullying are in place, appropriate to the school's context and with suitable provision for record-keeping.
- The school premises are within the site of Southampton Priory Hospital. As such, health and safety arrangements for the school sit within those already in place for the hospital, which are overseen by the site's support services manager. Evidence seen during this inspection showed suitable policies and procedures are in place for health and safety, fire arrangements and managing risk. Routines are already established for making checks, such as on premises and fire-fighting equipment. Fire evacuation procedures are suitable for the context.
- The written first-aid policy is fit for purpose. The school premises are adjacent to the ward where the majority of pupils reside. Well-rehearsed routines are in place for managing any medical issues that arise, utilising clinical staff expertise. All school staff are trained in emergency first aid so they can provide an initial response if needed.
- The head of school will have responsibility for managing risks that are specific to the school. Documents shared during this inspection showed a clear understanding of relevant risks, including those specific to the context and the pupils the school intends to serve. Appropriate written risk assessments are in place for pupils, the activities they may undertake and the school environment.
- Leaders understand the absolute and constant vigilance that staff will need to demonstrate. Arrangements to manage this through the joint working of school and clinical staff are well thought through. Where pupils may participate in higher risk

activities, such as going to the local leisure centre, suitable plans are in place to ensure that levels of supervision are sufficiently high.

- The school intends using systems already established within other Priory schools for managing admissions and attendance registers. Examples shared during this visit show them to be fit for purpose.
- This part of the independent school standards is likely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

All paragraphs

- Leaders are suitably knowledgeable about their responsibilities around recruitment and vetting of staff. They are making good use of expertise within the Priory group to support them with this part of their work.
- Most school staff are already in place, with a new teacher recently recruited. All required suitability checks have been carried out and recorded on the single central record Recruitment of clinical staff who may support in the school is overseen by hospital leaders.
- The school does not intend using agency staff. Nevertheless, they know what checks they would need to make and record on the single central record and have made provision for this. Appropriate checks have been carried out and recorded for visitors such as sports coaches, who may attend the school periodically.
- Senior leaders within the Priory group have well-established routines in place for monitoring staff recruitment and vetting arrangements. They demonstrate secure knowledge about what is required.
- The school is likely to meet this part of the independent school standards.

Part 5. Premises of and accommodation at schools

All paragraphs

- The school's accommodation is situated in a dedicated section of the Southampton Priory Hospital building. The classroom and occupational therapy room are close to a ward, in an area that is only accessible to pupils, teachers and clinical staff. School staff will also work with pupils on the ward when this is appropriate to pupils' medical needs, making use of a large common room area and quiet room.
- Dedicated teaching spaces are fit for purpose and conducive to learning. There are opportunities for pupils to participate in practical activities such as baking. Leaders have organised resources with risks to pupils' welfare very firmly in mind, without making rooms feel unnecessarily stark. There is access to drinking water in the occupational therapy room next to the main classroom, as well as on the ward.
- There is an outside space available for exclusive use by the school. This provides a space for recreation, outside sports and for pupils to grow vegetables. Additionally, pupils will have timetabled opportunities to go on accompanied walks around the extensive hospital site. Other facilities for PE consist of the on-site gymnasium and local leisure centre.

- Pupils will use toilet and shower facilities that are already available to them on the ward, which is very close to the classrooms and within the same building. Leaders' plans for how pupils will access toilets are well considered. Hot and cold water for handwashing are available, with hot water of a suitable temperature.
- In the event of a pupil becoming unwell, medical care will be provided by the hospital's clinical staff. There is a medical room as part of the ward, where prescription medication is kept securely and administered to pupils by clinical staff.
- This part of the independent school standards is likely to be met.

Part 6. Provision of information

Paragraph 32

- Leaders demonstrate a clear understanding of what information they are required to make available to relevant parties such as pupils, parents, local authorities and the Department for Education (DfE). They intend using a dedicated school website to do this, as is the established practice for other schools owned by Priory Education and Children's Services.
- In addition to the information that will be published on the website, leaders intend providing parents with a useful summary of the information they are most likely to need. This will include information about the admissions process, expectations for pupils' behaviour and what pupils will learn through the taught curriculum.
- Leaders intend adopting the approach used across other Priory schools for sharing information about pupils' progress and attainment. Routines are already in place for feeding this information back to parents via written reports that will incorporate reviews of both medical and educational progress.
- The school is likely to meet this part of the independent school standards.

Part 7. Manner in which complaints are handled

Paragraph 33

- The school intends adopting a common complaints policy that is used across all Priory group schools. Leaders plan to make this policy available to relevant stakeholders via the school's website once it is up and running. The policy appears fit for purpose, describing a staged process which incorporates clear and appropriate deadlines.
- Suitable systems are in place across the Priory group to record and review any complaints received by the proposed school, sharing lessons learned and using them as a way to move practice on where that is appropriate.
- Leaders want to be able to act promptly on any concerns raised informally by pupils. They have planned in useful opportunities for pupils to feed back their views about their educational experience, as part of routine progress monitoring.
- This part of the independent school standards is likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- The head of school demonstrates a clear understanding of the school's context and the pupils who are likely to attend it. She brings relevant experience and expertise to the role. She has access to useful support via the executive headteacher who oversees the school's work, as well as from current connections with nearby Clay Hill School.
- As part of Priory Education and Children's Services, the proposed school sits within an established wider leadership structure. This provides access to a layered system of monitoring to support school leaders in checking on standards in the school. Routines are already in place for checking that the school meets the independent school standards and other statutory requirements. These routines are likely to enable Priory Education and Children's Services, as the proprietary body, to hold the head of school successfully to account for the quality of education and care provided at the school.
- School leaders and proprietary body representatives have a clear understanding of the independent school standards and what they mean. They have an established method already in place to enable them to check that the standards are being met securely and consistently over time.
- Leaders are likely to meet this part of the independent school standards if the school is granted permission to open.

Schedule 10 of the Equality Act 2010

- The proposed school has a written policy for equality of opportunity, which mirrors practice already established in other Priory group schools. The information contained in the policy meets requirements under schedule 10 of the Equality Act and suggests that due consideration has been given to this aspect of leaders' work.

Compliance with regulatory requirements

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

Proposed school details

Unique reference number	147948
DfE registration number	850/6098
Inspection number	10154393

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Other independent school
School status	Independent school
Proprietor	Priory Education Services Limited
Chair	Chris Strong
Headteacher	Samantha Dalton
Annual fees (day pupils)	£33,250
Telephone number	023 8084 0044
Website	www.priorychildrensservices.co.uk/schoolsandcolleges
Email address	SouthamptonPrioryHospitalSchool@priorygroup.com

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	11 to 18	11 to 18
Number of pupils on the school roll	Not applicable	12	12

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	12
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	12
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 12
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Up to 12

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	3
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	1

Information about this proposed school

- Leaders are seeking registration of an independent school within Southampton Priory Hospital. The proposed school would provide education to patients on the hospital's adolescent mental health ward. This provision currently operates as an outreach hub of nearby Clay Hill School, which is owned and run by Priory Education and Children's Services. This application would enable the school to be registered as an educational provision in its own right. It would also be owned and operated by Priory Education and Children's Services.
- Pupils at the proposed school are likely to be in-patients at the hospital, although occasionally this may not be the case. Placements at the proposed school will be commissioned via the National Health Service as part of an agreed treatment plan. Places will typically be funded by the relevant local authority.
- All pupils are likely to have an education, health and care plan. They will have significant mental health needs, such as anxiety disorders or depression. Many will have been out of formal education for a significant period of time.
- The proposed school is housed within a discrete section of the Southampton Priory Hospital, which is set in extensive grounds. The school's accommodation consists of a main teaching space and an occupational therapy room. Pupils and teachers will also have access to other suitable spaces on the ward. There is a dedicated outside space comprising of separate grass and paved areas.
- The school does not intend to have any particular religious character.

Information about this inspection

- This inspection was commissioned by the DfE during the COVID-19 (coronavirus) pandemic of 2020. Some of the inspection was conducted remotely. This was to reduce time spent on site, in line with government guidance for people to minimise non-essential contact with others. Appropriate social distancing measures were observed during on-site inspection activity.
- All parts of the independent school standards were considered, as requested by the DfE. The commission arose from the school's application to register as an independent school.
- I met with the head of school and the executive headteacher. Together, we reviewed a broad range of evidence relevant to the independent school standards and toured the site of the proposed school. I also met with the support services manager for Southampton Priory Hospital and spoke to the chief operating officer of Priory Education and Children's Services.
- Prior to the site visit, I considered a number of other documents provided by the proposed school as part of the application for registration.

Inspection team

Kathryn Moles, lead inspector

Her Majesty's Inspector

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