

Summit School

Cygnet Joyce Parker Hospital, Lansdowne Street, Coventry CV2 4FN

Inspection date

26 November 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

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(g), 2(2)(h) and 2(2)(i)

- The school's curriculum policy is comprehensive and recognises the range of pupils' likely needs and difficulties to be catered for in this secure and therapeutic environment. Different curriculum pathways mean that pupils with special educational needs and/or disabilities (SEND) and English as an additional language are likely to be supported well. The proposed curriculum is flexible, and is likely to enable individuals' specific health and therapy needs to be met.
- The school's curriculum map sets out clearly how pupils will experience all areas of the curriculum, including linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Pupils' literacy, numeracy and speaking and listening skills are likely to be developed. The school day will also incorporate access to a range of therapeutic interventions and support for pupils' personal development.
- Schemes of work are comprehensive and consider pupils' differing needs and abilities, including those pupils who are above compulsory school age. Leaders are planning to make sure that British values will not be undermined. Pupils are likely to have the opportunity to continue their academic studies they may have started at their home school, if these differ from the school's offer.

Paragraphs 2(2), 2(2)(d), 2(2)(d)(i) and 2(2)(d)(ii)

- Leaders have developed the personal, social, health and citizenship (PSHC) education curriculum with regard to the needs of pupils, reflecting the school's aims and ethos. They have co-created units of work with members of the multi-disciplinary team in the hospital, and plan to share the teaching of specific themes. For example, they have planned for a psychiatrist to deliver lessons that will help pupils understand the effects of medication on the brain. The curriculum also has regard for the Department for Education (DfE) statutory guidance for relationships and sex education.

- Units of work within the PSHC curriculum enable pupils to learn about similarities and diversity relating to the protected characteristics, as set out in the Equality Act 2010.

Paragraphs 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)

- Leaders have planned for pupils to receive half-termly independent advice and support from a careers adviser. Leaders propose that pupils will also be able to gain accreditation in employability skills. The PSHC curriculum incorporates learning about the labour market and career choices. It plans for pupils to learn about skills and qualities needed to engage in enterprise activities, as well as attitudes and values in relation to the workplace.

Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j) and 4

- The proprietor and head of education have appointed four teachers to the school, including a headteacher, in preparation for opening the school in January 2021. All staff are experienced, qualified teachers in secondary education, up to key stage 5. Leaders are in the process of appointing additional staff members, including a teacher for pupils with SEND and two teaching assistants.
- Leaders are in the process of transferring resources from one of the schools in the organisation that is closing to the Summit School site. In addition, each classroom has a range of technology equipment to support pupils' learning. One of the class bases has been equipped with individual workstations, which is likely to benefit pupils who may require a specific approach to teaching, such as those with autism spectrum disorder.
- The school's assessment policy and accompanying schemes of work set out clearly how pupils will be assessed on entry to the school, as well as ongoing assessments within each subject. The proposed schemes of work are suitably differentiated to enable teachers to match work to pupils' needs, enabling them to make progress. Teachers are expected to promote British values.
- The head of education has established systems to review the quality of teaching and learning and teachers' behaviour management regularly. Leaders plan to use the information from their monitoring activities to inform staff's professional development.
- All the standards in Part 1 are likely to be met.

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

Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- Leaders plan to focus on pupils' spiritual, moral, social and cultural development through PSHC lessons. It is planned that these will also be the vehicle through which an understanding of British values is promoted. Leaders intend that pupils will be given opportunities to participate in religious festival and educational visits, as well as linking with external visitors and engaging in charity events.
- The PSHC curriculum sets out how all aspects of British values will be addressed. This includes the understanding of intolerance in relation to religious and racist views, and extremism and radicalisation. The understanding of the rule of law is incorporated into a range of themes, including the laws of consent, misuse of illegal substances and human rights.

- Leaders are planning for pupils to learn about and experience democracy first hand, through participation in community groups with stakeholders in the hospital, helping them to make choices in the best interests of their local community.
- Leaders intend for pupils to learn about similarities and diversity in relation to the protected characteristics, and how to challenge discriminatory views.
- All the standards in Part 2 are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a) and 7(b)

- The school has an up-to-date safeguarding policy that takes into account the most recent government guidance. The head of education is the senior member of staff responsible for safeguarding and his training is up to date. The lead safeguarding role will be assumed by the new headteacher in the coming months.
- Leaders are planning for staff to undergo a comprehensive package of induction training, including safeguarding training, before they begin working at the school. Training is mapped out across a three-week timeframe. It includes an understanding of grooming, the 'Prevent' duty and cyber bullying. Staff also learn about wider aspects of safeguarding, including fire safety, online safety behaviour, expectations set out in the staff code of conduct and specific information relating to mental health and associated risky behaviours.
- Leaders also intend to make sure that pupils learn about how to keep themselves safe in relation to online safety, the use of social media and personal privacy. The curriculum is likely to enable pupils to make informed choices in relation to drugs, alcohol and tobacco. There is a strong emphasis on helping pupils learn how to reduce personal risks to themselves in different situations, such as when using taxis, or as a new, young driver.

Paragraphs 9, 9(a), 9(b), 9(c) and 10

- Leaders have identified a range of weekly rewards linked to the school's values that pupils will be able to work towards. These include the most improved weekly attendance and awards for behaviour that exemplifies the school's values.
- The school's behaviour policy sets out a structured approach to sanctions, which may ultimately lead to a pupil being removed from the school to receive their education on the ward for a short time. The school does not plan to exclude pupils. Leaders propose that new staff will receive training on de-escalation and physical intervention. Leaders see the use of physical intervention only as a last resort.
- It is planned that each pupil will have a care plan, which will identify their strengths, difficulties and potential triggers for unwanted behaviour. All incidents will be recorded on the school's information system. Leaders have made sure that healthcare staff can access this information. This is likely to ensure that all staff involved in the care and education of the pupils have a good understanding of pupils' specific needs and difficulties, leading to a consistent approach. Pupils will be given the opportunity to reflect on any incidents in which they are involved.
- The school's anti-bullying policy is relevant to the school and the pupils it intends to cater for. It sets out how any incidents will be investigated by both the school and the

healthcare and therapy teams. The policy recognises that some of the more vulnerable pupils, including those with SEND, may be reluctant to report incidents. As a result, staff need to be extra vigilant to any potential bullying.

Paragraphs 11, 12, 13 and 14

- The school has a suitable overarching health and safety policy, which links to other policies such as those for first aid, fire safety and accidents. Regular fire and water safety checks on the building are maintained and recorded, including fire drills. The school's fire risk assessment, completed in March 2020, did not identify any high risks. Leaders have ensured that other potential risks have been addressed.
- As the school is based on the second floor of the building, there is a separate fire evacuation plan and an 'evac chair' available for use in the event of a fire.
- Leaders plan to ensure that pupils are always closely supervised because they recognise pupils' likely vulnerabilities. Leaders plan to open the school in phases, while they recruit more staff.

Paragraph 15

- The school has established procedures for the recording of pupil admissions and attendance, in line with the wider organisation's systems. Leaders understand how and when to use the DfE attendance codes.

Paragraphs 16, 16(a) and 16(b)

- The school's risk assessment policy is fit for purpose. Leaders have identified any additional risks in the environment that may compromise pupils' safety and well-being and have completed a range of risk assessments to mitigate these risks. Leaders currently attend daily handover meetings with healthcare professionals to gain an understanding of the potential risks their pupils will be likely to face.
- All the standards in Part 3 are likely to be met.

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

Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a) and 21(7)b

- The school has set out its safer recruitment procedures, which align with the DfE's 'Keeping Children Safe in Education' (September 2020). New members of staff who have recently been appointed have recently had their checks completed and this information is being transferred to the single central register. This includes section 128 checks for those members of staff in a management position. Other checks on members of staff already employed in the organisation are recorded on the school's single central register.
- Leaders have procedures in place for checking the suitability of any supply staff engaged by the school.

- All the standards in Part 4 are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(c) 28(2), 28(2)(a) and 28(2)(b)

- The school is situated in a purpose-built hospital facility with good external lighting. It is located on the second floor of the building. The building is approximately five years old and is very well maintained. It is decorated in neutral colours to reduce sensory overload. Proposed classrooms have good access to natural light. Some rooms are, and others will shortly be, carpeted to improve room acoustics. Additional acoustic clouds are due to be installed in the corridor area, to further improve acoustic conditions.
- Pupils will be able to access drinking water in two of the classrooms. Drinking water is labelled. Leaders say that pupils will also be supplied with water bottles while they are in school.
- The building is secure due to the specific needs of the pupils who are likely to access the school's support. Areas can only be accessed via key fobs. Additional thought and care have gone into ensuring that pupils with additional vulnerabilities are kept safe within each classroom setting.

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(1)(c), 24(2), 28(1), 28(1)(b) and 28(1)(d)

- Pupils have access to a unisex toilet with suitable handwashing facilities and hot and cold water on the school floor. Leaders make sure that there are regular checks on the temperature of the hot water to ensure it is not a scalding risk to pupils. Pupils can also access their own toilet facilities on the nearby ward. Leaders are mindful that some pupils may experience gender dysphoria and so have built in this flexibility of access. Pupils can use shower facilities in their own room.
- Accommodation for medical treatment and examination of pupils is situated on the adjacent wards, adjacent to pupils' rooms, which have toilet facilities. If pupils become unwell, they will be supervised in their own rooms.

Paragraphs 29(1), 29(1)(a) and 29(1)(b)

- The school benefits from a good-sized gym area, which includes a range of equipment such as a basketball net and table-tennis table. It is suitable for pupils to engage in physical education (PE). There is a separate outdoor space adjacent to the wards, with artificial turf and safety surfacing. This area can be used for PE, or as a place to take in fresh air at breaktimes.
- All the standards in Part 5 are likely to be met.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(b)(ii), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f) and 32(3)(g)

- All the required information set out in Part 6 of the independent school standards is available to parents on the school's website, including the school's safeguarding policy.

- Leaders understand that if they are successful in the school's registration, additional information will be required to be published. All policies can be downloaded from the school's website, or paper copies made available on request.
- Leaders have systems in place for regular reporting to parents. Parents will receive a weekly report as well as a six-week progress review. Reports include information about pupils' mental health functioning in education and progress towards their educational targets.
- All the standards in Part 6 are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii) and 33(k)

- The school's complaints policy is available to download from the website or can be provided as a paper copy. It complies with the independent school standards. It sets out procedures and timeframes for dealing with complaints. Leaders have ensured that parents will have the right to be accompanied to any panel hearing. Copies of complaints and subsequent findings will be stored confidentially in the school.
- All the standards in Part 7 are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- The proprietor has current experience of managing independent schools of a similar nature. Leaders recognise that there is an urgent need for this type of provision in the area due to recent closures of child and adolescent mental health services (CAMHS) in the region. The proprietor and the head of education are committed to providing a good-quality education and care experience for these vulnerable pupils. They have appointed well-qualified teaching staff to the school.
- The proprietor has suitable oversight of the school. The organisation has established a system of governance and accountability for the school, with an appropriate scheme of delegation. There are plans to establish a local education board, but this is not yet operational.
- The head of education, a qualified teacher, has just completed the national professional qualification for executive leadership. He is responsible for checking adherence to the independent school standards in other schools in the group. Both he and the proprietor are knowledgeable about the standards and are likely to ensure that these are met consistently and continually.
- Leaders recognise the necessity of a 'joined-up' approach between education and healthcare professionals in this school. They have established systems to ensure that information about pupils can be confidentially shared between professionals supporting the pupils. They put pupils' well-being at the core of their work and are determined to help pupils get the support they need. Ultimately, they want pupils to recover and return to their local school and community.
- All the standards in Part 8 are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have a suitable accessibility plan in place that complies with the Equality Act 2010.

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	148079
DfE registration number	331/6005
Inspection number	10169329

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	Independent school
School status	Independent special school
Proprietor	Cygnnet Healthcare
Chief operating officer	Mike McQuaid
Head of education	Ed Hall
Fees (day pupils)	£159 per day
Telephone number	07860 834648
Website	www.cygnethealth.co.uk/locations/cygnnet-joyce-parker-hospital/summit-school
Email address	edwardhall@cygnethealth.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	0
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	0
Total hours operating as a school per week	0
Total hours of teaching provided per week	0

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	N/A	11–18 years	11–18 years
Number of pupils on the school roll	0	45	45

Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Mixed
Number of full-time pupils of compulsory school age	0	45
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	0	45
Of which, number of pupils with an education, health and care plan	0	30
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	30

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	4	6
Number of part-time teaching staff	0	2
Number of staff in the welfare provision	0	4

Information about this proposed school

- Summit School is based in Cygnet Joyce Parker Hospital in Coventry. The hospital is a tier 4 CAMHS hospital, supporting young people with mental health needs in psychiatric intensive care and low-secure environments.
- The proprietor, Cygnet Health Care, provides a national network of services for individuals with mental health needs, autism spectrum disorder and learning difficulties. There are two other schools in the group that provide similar services.
- Pupils will be able to continue their education at Summit School if they have been admitted to the hospital.
- Pupils will have a range of social, emotional and mental health needs. Some may have SEND and a number may have education, health and care plans.
- Referrals to the school are likely to come from local authorities.
- The proposed school will not have any religious denomination.

Information about this inspection

- This inspection was commissioned by the DfE during the COVID-19 (coronavirus) pandemic, to determine whether the proposed school is likely to meet the independent school standards if it is given permission to open. This is the proposed school's first inspection.
- Owing to COVID-19 restrictions, some meetings were held remotely. Most documents were submitted electronically, and others were scrutinised on site. The lead inspector looked at a range of policies, schemes of work and the school's single central register.
- The lead inspector had a tour of the school premises and the adjacent hospital ward with the head of education, maintaining social distancing at all times.
- The lead inspector had face-to-face meetings with the head of education and the organisation's national SEN case coordinator. She also spoke to the head of education in his capacity as senior lead for safeguarding. She talked to the chief operating officer in his capacity as the proprietor representative on the telephone, and held a video call with the organisation's PHSC education leader.

Inspection team

Deb Jenkins, lead inspector

Her Majesty's Inspector

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