

Inspection of The Priory Roehampton Hospital School

The Priory Hospital Roehampton, Priory Lane, London SW15 5JJ

Inspection dates: 13 to 15 July 2021

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Sixth-form provision

Outstanding

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Pupils value the opportunities to put their medical treatment aside in order to study in the school. Staff have high expectations for pupils' learning. They do whatever it takes to help pupils overcome their difficulties so that they can learn in a calm, nurturing and supportive environment. Pupils, therefore, gain new knowledge in a range of subjects. This prepares them well for their futures on discharge from the school.

Staff set pupils clear routines and boundaries. These help pupils to keep safe and to behave well even when anxious or dysregulated. Pupils, on arrival to class, settle quickly and diligently to their work. Pupils do not experience any disruption in class and report that they have not experienced bullying at the school. This is because of the care and support that pupils receive. They build good supportive relationships with their peers and with members of staff. All pupils have trusted adults that they can turn to if they are worried, in the full knowledge staff will help them.

Staff work to find out pupils' interests so they can support them to develop and nurture their talents. For example, several pupils make good use of the music room in order to play instruments, sing and perform.

What does the school do well and what does it need to do better?

The school caters for pupils who are hospital inpatients. They receive support for eating disorders and other mental health needs. There is a high turnover of pupils admitted and discharged throughout the year. Leaders and staff work together with the hospital's medical and therapeutic teams. They collaborate to meet pupils' medical, emotional and educational needs.

School leaders and staff share a clear vision. They want pupils to continue with and succeed in their studies. Leaders are ambitious in their curriculum design and delivery. They make sure pupils reintegrate into education or training when they leave the school.

When pupils arrive, staff use a range of tools to check pupils' prior learning. They use the information to design a bespoke curriculum. They tailor programmes to meet each pupil's needs and ambitions.

Subject teachers devise well-planned, tailored programmes of study. These include plans for pupils and sixth-form students who have had big gaps in their education, and who might be at very low emotional points. For example, in textiles, staff plan lessons in a logical way in order to build pupils' knowledge and skills. As a result, pupils can design and deliver projects of increasing complexity. Pupils enjoy these tasks. Textiles is a key part of the school's curriculum. It helps pupils re-engage with learning and make progress.

Most pupils and sixth-form students are still registered with their home schools. They follow their home-school curriculum and do the work set by the home-school teachers. This school has expert teachers, such as in English, science, and languages. They know the content of various courses and qualification requirements in their subjects. These include functional skills, GCSEs, A levels, and the international baccalaureate. Teachers liaise and work closely with the home-school teachers. This means that teachers can support pupils to continue their home-school courses. Pupils rejoin their classes with success when they return to their original schools.

Teachers break down subject knowledge into manageable chunks. They also plan lots of opportunities to revisit what has been taught. This helps pupils to remember knowledge and vocabulary in the long term. Teachers use regular assessments well in order to identify gaps in pupils' knowledge. They are adept at adapting their teaching to meet the specific needs of all pupils. This includes pupils with special educational needs and/or disabilities. The school's literacy strategy ensures that pupils read and review books often. In these ways, teachers make sure pupils know more and remember more across the subjects.

Most pupils leave the school well prepared to continue their education. They return to their home schools or sixth-form colleges. Some move straight to universities or into training, such as through apprenticeships. A few with severe mental health issues take different paths on leaving. Staff and therapists support them to make suitable next step choices and arrangements.

Pupils' behaviour and attitudes are admirable, including in the sixth form. They are very motivated even now when their home schools have closed for the summer holidays. Some have chosen to begin their studies for the coming academic year. They are grateful for the opportunity to attend summer school once the formal term comes to an end.

The school's work to promote pupils' personal development is exemplary. Pastoral care is central to the school's work, including in the sixth form. Many pupils feel fragile. Staff remind them of their place and function in society. They encourage them to have a voice and use it to express their views. Pupils debate current affairs and controversial issues. Staff develop pupils' character through modelling a can-do attitude. They raise pupils' aspirations. They ask pupils to think about others and how people might treat them. Recently, pupils learned about the LGBT community. They considered those who suffer racism and other forms of prejudice. Pupils make items for sale, such as artwork to support charities, including those supporting the homeless. A medical expert spoke to pupils about menstruation for girls with anorexia.

Leaders encourage staff to attend training and development courses. This enhances staff expertise in their areas of responsibility. Leaders speak with staff every day. They support their well-being, including ensuring a reasonable work-life balance.

The proprietor body has robust systems across their various schools and hospitals. They support and check all aspects of the school's work. They make sure that the school meets all the independent school standards, and other requirements, such as health and safety. The curriculum meets the requirements of the independent school standards, including in the sixth form. Their accessibility plan complies with schedule 10 of the Equalities Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. School and hospital safeguarding leaders, plus the hospital's multi-disciplinary team, work together. They are in regular contact with pupils' home-school safeguarding leaders, local authorities and external agencies. Together, they support pupils' safety and well-being effectively.

Therapists create 'safe spaces' for pupils to raise their concerns and seek help. Staff are alert to the range of safeguarding issues that could arise. They know how to report their concerns.

The curriculum covers a range of risks and guides pupils on how to keep safe. Staff adapt some sessions and deliver them with sensitivity, considering some pupils' past experiences.

The school does not have a website. The safeguarding policy, other policies and information are available to parents on request.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	147547
DfE registration number	212/6005
Local authority	Wandsworth
Inspection number	10193519
Type of school	Hospital school for pupils with mental health needs
School category	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	31
Of which, number on roll in the sixth form	10
Proprietor	Priory Education Services Ltd
Chair	Chris Strong
Headteacher	Russell Cooper
Annual fees (day pupils)	£34,960
Telephone number	020 8876 8261
Website	none
Email address	RoehamptonHospitalSchool@priorygroup.com
Date of previous inspection	Not previously inspected

Information about this school

- This was the first standard inspection since the school was first registered to admit pupils in December 2019.
- The school is registered for up to 36 pupils in the age range 11 to 18 years.
- The school provides for pupils who are admitted to the hospital as inpatients for support with eating disorders and other mental health needs. 30 places are funded by the NHS and there is a further six-bed provision for privately funded patients.
- The school is managed and governed by the Priory Group. The school is led by an executive headteacher and head of school.
- A few pupils have an education, health and care plan.
- The school does not use any alternative provision

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. We discussed the impact of the pandemic with the school and have taken that into account in their evaluation.

- We did deep dives in these subjects: English, mathematics and textiles. This involved discussions with leaders and teachers, visits to lessons, looking at examples of pupils' work and discussions with pupils. We also considered other subjects as part of the inspection.
- We spoke with the executive headteacher, headteacher, the proprietor body's chief executive and the operational director. We also spoke with the hospital's safeguarding officer, health and safety officer and an occupational therapist.
- We reviewed a range of documentation, including documents relating to safeguarding and the checks carried out prior to the appointment of staff. We also looked at records of pupils' behaviour.
- We took account of six written responses to Ofsted's online survey, Parent View, the six responses to the survey for staff and three responses to the pupils' survey. I also had telephone conversations with two parents.
- We scrutinised a range of documentary information to check on the statutory requirements of the independent school standards.

Inspection team

David Radomsky, lead inspector

Her Majesty's Inspector

Karen Matthews

Ofsted Inspector

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