

Inspection of Marchwood Park Hospital School

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

Inspection dates: 5 to 7 October 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

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?

Marchwood Park Hospital School provides a sanctuary for its pupils. It is a safe space where fun, laughter and joy abound. Many pupils have previously had negative experiences of education and the school is a breath of fresh air for them. They can follow their interests in art, sports and cookery. Staff gently push pupils, encouraging them to try new things. Boxing and baking have been a big hit.

Pupils learn to make, and maintain, positive friendships and know that staff will help them every step of the way. The standard of care and support that pupils receive is exceptional. Despite some difficult journeys, pupils are pleased to be here.

Staff keep a watchful eye on pupils and help them address negative behaviours before they turn into conflicts or arguments. Any squabbles are always unpicked so that pupils can avoid making the same mistakes. This helps pupils to feel secure and included, a vital component of their recovery. Pupils are safe from bullying and are able to explore and express their own identities without fear of teasing or prejudice. Staff model a calm and warm demeanour exceptionally well. Pupils told inspectors, 'The staff here are so kind and nice.'

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

On admission, leaders work closely with clinical staff and feeder schools to set tailored and ambitious targets for pupils. This is focused on the knowledge and qualifications that pupils need to take their next steps in education or employment. Often, this blends content that is delivered by the school and other parts that are delivered remotely by the pupils' 'home school'. Many pupils stay for only a matter of weeks and staff identify the most useful content to teach during this time.

Staff break down pupils' targets into smaller sequences of lessons which builds pupils' knowledge over time. For example, pupils study an ambitious and interesting range of classic texts such as 'Of Mice and Men' and 'Jekyll and Hyde'. Pupils gradually learn to identify the key features of a text and bring this knowledge with them as they read the next. This helps pupils to compare the similarities and differences between texts. Such activities prepare pupils well for their return to mainstream education.

Staff assess pupils' relationships and engagement accurately and use this to help pupils to develop a positive attitude to learning, peers and staff. In mathematics and English, staff check the exact knowledge that pupils have learned and identify any content that needs to be recapped. However, in other subjects, staff do not precisely check what pupils know and understand. This hinders staff from adapting future lessons to focus on any gaps in pupils' learning.

Staff are adept at spotting pupils' unmet learning needs and work closely with 'home schools' to identify any barriers to pupils' learning. Teachers use this information to skilfully adapt the curriculum for pupils. Leaders have applied for several pupils to

receive education, health and care plans. Leaders do this as they know it is right for pupils. This is admirable, as the school itself is unlikely to benefit from any funding or support that follows.

The school behaviour policies mirror those used on the ward. Care and education staff work closely to make sure that pupils understand the rules, why they exist and where to get help and support. This initial outlay sets the tone for new pupils who quickly feel settled in the school because it is an exceptionally safe and calm environment. Importantly, pupils genuinely care for each other and are invested in others' learning, recovery and well-being. Inspectors heard pupils welcoming others, sharing funny stories of their experiences at the school and giving tips on how to make the most of their time there.

Staff help pupils to unpick difficult emotions and concepts with skill, patience and care. Clinical, therapeutic and education staff plan this daily. This ensures that pupils always receive guidance which is tailored to their needs and delivered by the right professional. Staff are invested in pupils' futures and provide considered and appropriate careers and education guidance to pupils. Despite many pupils arriving at the school not in education, employment or training, staff refuse to let this remain the case. They work relentlessly with pupils and further education providers to ensure pupils transfer to the right settings, feeling prepared and hopeful for their next steps.

Leaders and the proprietor body work closely to maintain high standards and tackle any areas of weakness. Policies are robust and appropriate. The site is well maintained. Staff receive useful training from expert subject leaders within the Priory group of schools. Senior staff receive support from other leaders in similar schools, broadening their knowledge of what can be achieved in this complex setting. Staff report high levels of well-being because their workload is manageable and their job roles and responsibilities are clear.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make the appropriate checks on all staff before they begin employment. A comprehensive induction programme ensures staff know how to report any concerns should they arise. Leaders make the right decisions for pupils quickly and efficiently. Leaders do not routinely request safeguarding records from pupils' 'home schools'. This means that leaders do not always have sight of any prior concerns that were not reported to the local authority.

Pupils receive comprehensive guidance to help them keep themselves safe from harm. Often, this education is provided by trained therapists due to the unique nature of the risks that pupils face.

What does the school need to do to improve?

(Information for the school and proprietor)

- With the exception of English and mathematics, staff do not focus their assessments sufficiently on the key knowledge they wish pupils to acquire. As a result, assessments do not precisely identify what pupils need to recap or if they have the foundational knowledge to move on to new content. Leaders should ensure that plans identify exactly what knowledge pupils need to learn during sequences of lessons and that staff assess if this has been remembered.
- Leaders do not routinely request that 'home schools' transfer full child protection records when new pupils join the school. This means that safeguarding leaders do not have all of the available information when making decisions about pupils' welfare. Leaders must ensure that files are requested and received when new pupils join the school. Inspectors found no evidence that this issue has put any pupils at risk.

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 information from Ofsted Parent View 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	147948
DfE registration number	850/6098
Local authority	Hampshire
Inspection number	10202289
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	8
Number of part-time pupils	0
Proprietor	Priory Education Services Limited
Chair	Chris Strong
Headteacher	Samantha Dalton
Annual fees (day pupils)	£34,960
Telephone number	02380840044
Website	www.priorychildrensservices.co.uk
Email address	SouthamptonPrioryHospitalSchool@priorygroup.com
Date of previous inspection	Not previously inspected

Information about this school

- The school was first registered by the Department for Education in September 2020. This is the first standard inspection of the school. Initially registered as Southampton Priory Hospital School, the school was later renamed Marchwood Park Hospital School.
- At the time of the inspection, two pupils attended the sixth form.
- Pupils at the school are all currently in-patients at the Southampton Priory Hospital. The average length of placement at the time of the inspection was around 10 weeks. Half of the pupils are dual rolled at their 'home school' while the remaining pupils are on roll only at the Marchwood Parks Hospital School.
- Placements at the school are commissioned via the National Health Service as part of an agreed treatment plan. Places are typically funded by the relevant local authority.
- No current pupils have an education, health and care plan.
- All pupils have significant mental health needs. Many have been out of formal education for a significant period of time.
- The school does not currently use any alternative provision.

Information about this inspection

Inspectors 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 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- The inspectors met with senior leaders and two representatives of the chief executive officer of the proprietor body.
- Inspectors did deep dives in these subjects: reading, mathematics, personal, social and health education and business. Inspectors talked to subject leaders, staff and pupils, visited lessons and looked at pupils' work. Inspectors then considered a wider range of evidence.
- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records, interviewing staff and through discussions with pupils.

- The inspectors considered the views of parents shared through the Ofsted survey. They gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.

Inspection team

Daniel Lambert, lead inspector

Her Majesty's Inspector

Alan Johnson

Ofsted Inspector

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