

Inspection of an outstanding school: Community & Hospital Education Service AP Academy

Treyew Road, Truro TR1 3AS

Inspection dates:

8 and 9 May 2024

Outcome

Community & Hospital Education Service Ap Academy continues to be an outstanding school.

What is it like to attend this school?

Community and hospital education service (CHES) is an inspirational school. As a consequence of complex medical needs, pupils have often experienced significant turbulence in their learning and time out of education. CHES ensures that pupils get the education that they deserve, academically, socially and emotionally. As a result, pupils truly flourish and thrive. They feel valued and heard. 'We are seen as individuals and they understand us,' is a pupil's typical view of the school and the staff. Parents and carers, along with professionals who work closely with the school, agree that the school is an exceptional place to learn because of the impact it has on its pupils. 'The school has been a life changer' is one parent's comment.

Pupils feel safe and trust the staff at the school. As a result, they can meet the high expectations staff have of them to achieve the best possible outcomes. Pupils are exceptionally well prepared for their next stage. Staff role model and encourage pupils to become highly self-aware, inspiring and tolerant individuals who are increasingly more able to manage their own challenges on a day-to-day basis. Pupils have clear aspirations for their future. They are motivated to succeed as a result of the school's dedication and determination to give them the very best opportunities.

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

The school is led with a shared and clear passion and commitment to put pupils at the heart of everything it does. It recognises the importance of broadening pupils' experiences and removing any barriers to learning so that pupils are no longer disadvantaged by their medical needs.

The school strives for continual improvement through accurate self-evaluation and welcomed external scrutiny. As a result, the provision on offer is one worthy of sharing

more widely. Staff are specialists in the subjects they teach. They skilfully adapt and flex the curriculum. Staff say they feel empowered to make the most effective use of their knowledge and expertise. This is successful because the core curriculum offer has been designed coherently, with clear end points. Consequently, pupils benefit from a bespoke curriculum, which meets their needs, develops and extends their strengths and interests and addresses any gaps in their learning.

The school has prioritised reading across the three sites and the different ways in which pupils access their learning. This ensures that pupils have the knowledge that they need to learn the curriculum in all subject areas. The very small number of pupils at the earliest stages of reading get the help they need to become confident and fluent readers. Staff receive suitable training to make reading a focus in all subjects. Pupils express a love of their tutor reading opportunities at Glynn House. They transfer this to their reading across the curriculum. This is enhanced further by the way in which highly skilled staff promote the benefits of reading widely. Texts are carefully chosen to spark interest and debate and promote extensive awareness of the diverse world around them.

The school provides a wide range of opportunities designed to broaden pupils' horizons, across the different provisions. These include engagement with artists, taking part in outdoor sports activities and visiting the theatre. These promote new experiences, build pupils' self-confidence and increase resilience. Pupils learn about careers and skills that will be critical as they move onto post-16 and beyond. The school has developed innovative ways for pupils to participate in work experience opportunities. Consequently, pupils have aspirations for their future, and they are motivated to succeed.

Pupils value the trusted and nurturing relationships they have with staff. This is a strength of the school. Pupils describe these relationships as critical to them in managing the demands placed on them. Pupils appreciate the way in which staff work with them to develop the strategies they need to manage their responses at times when they are overwhelmed or feel dysregulated.

Attendance is a challenge for the school. The medical needs of pupils impact on attendance. The school ensures that the design of the curriculum mitigates some of the barriers to learning that can come from low attendance. Furthermore, the school ensures it maintains high expectations of attendance and takes appropriate actions to address this where necessary.

Those responsible for governance hold accurate views of the school. They gain assurances of their evaluation of the school from a range of evidence. They are acutely aware of the importance to maintain staff well-being. Staff describe a culture of support, respect and consideration for their well-being so that they can give their very best to the pupils.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in May 2015.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139741
Local authority	Cornwall
Inspection number	10322268
Type of school	Alternative provision
School category	Academy alternative provision converter
Age range of pupils	4 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	CHES 115 Sowenna 11
Of which, number on roll in the sixth form	8
Appropriate authority	Board of trustees
Chair of trust	Justin Day
CEO of trust	Rob Gasson
Principal	Lucy Stocker
Website	www.wavemat.org
Date of previous inspection	24 January 2019, under section 8 of the Education Act 2005

Information about this school

- The school context has changed significantly since its last inspection. The school has an additional two provisions. These are Sowenna and Glynn House. The school provides online learning, one to one learning in the community and onsite learning.
- The Community and Hospital Education Service is a medical alternative provider catering for primary- and secondary-aged pupils from across Cornwall and from other local authorities. It caters for pupils who are not able to attend mainstream schools because of their serious medical needs.
- The number of pupils on the school roll can fluctuate daily. The number recorded is accurate at the point of this inspection. It accounts for pupils across all three of the school's provisions: Glynn House, Sowenna and the hospital schoolroom at the Royal Cornwall Hospital, Treliske.

- The vast majority of pupils are dual registered.
- The school does not use any alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point in time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, the vice principal, the trust's director of education and deputy director of education. In addition, an inspector met with members of the monitoring hub, the chair of trustees, the CEO and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: English with reading, mathematics and personal, social and health education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of online and onsite lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- Inspectors visited the three school sites.
- An inspector spoke with leaders from a sample of schools who have pupils dual registered with this school.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors analysed school documentation, including leaders' evaluations and plans for improvement. Inspectors scrutinised a range of policies and procedures, including those that relate to the curriculum, SEND, safeguarding, behaviour and attendance.
- Inspectors considered responses to Ofsted Parent View and the free-text comments. An inspector also spoke to parents on the telephone. Inspectors evaluated responses to Ofsted's staff survey.

Inspection team

Leanne Thirlby, lead inspector

His Majesty's Inspector

Mark Burgess

Ofsted Inspector

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