

Kent House Hospital School

Crockenhill Road, St Mary Cray, Orpington, Kent, BR5 4EP

Inspection dates 26–28 April 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Sixth form provision	Good
Overall effectiveness at previous inspection	Not Applicable

Summary of key findings for parents and pupils

This is a good school

- Both the headteacher and the head of school are aspirational and pro-active in bringing about improvements. They work collaboratively and ably lead the school.
- The leaders systematically monitor teaching, learning and assessment to ensure that it is continuously improving. As a result of effective teaching, pupils make good progress.
- The curriculum is relevant and personalised to individual pupils' needs. Academic and vocational subjects are taught and leaders respond effectively to the changing needs of pupils.
- The school works effectively with the hospital staff to ensure pupils' safety and security.
- Pupils' spiritual, moral, social and cultural development is effectively promoted. Pupils gain a good understanding of fundamental British values when they discuss civil and human rights and the work of parliament.
- The provision for the sixth form is good. Students make good progress in the subjects of their choice. The curriculum is adapted and additional support is provided to ensure that students sit relevant examinations.
- Pupils behave well in lessons and around the school. Their care workers always accompany them. Staff are well trained in the signs of any negative behaviour and provide timely support.
- Leaders ensure that all of the independent standards are met.

It is not yet an outstanding school because

- Some pupils' attendance is low. Leaders monitor attendance, but they do not consistently implement strategies to further reduce the rate of absence.
- The choice for some pupils who opt for vocational courses is not sufficiently extensive.
- When pupils become distressed and are withdrawn from lessons, they are not given suitable alternative learning activities to make use effectively of time.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulation 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Widen the choice of vocational subjects to meet some pupils' individual choices and aspirations better.
- Implement strategies to ensure that pupils attend school more regularly.
- Ensure that when pupils show signs of disengagement and are withdrawn from lessons they are offered alternative activities to engage them back in learning.

Inspection judgements

Effectiveness of leadership and management is good

- Senior leaders are highly ambitious to improve pupils' personal development and academic progress. Pupils join the school with complex mental health problems. The school works collaboratively with the hospital staff to conduct daily risk assessments for each pupil, so that they can provide safe learning opportunities.
- Leaders are committed to doing the best for their pupils, and parents agree that the leaders have worked hard to improve the school. One parent expressing similar views to others stated, 'It must be extremely difficult teaching such a range of pupils, all with such significant needs. The school has managed our daughter really well and has keyed into her abilities, but also recognised her anxieties and has gone at her pace'.
- Teaching is monitored systematically. Leaders are aware of the need to build on teachers' strengths to ensure that teaching continues to improve. Staff have received training relating to their academic subjects and in techniques to promote the safeguarding of vulnerable pupils.
- The school staff work well with the hospital's multi-disciplinary team, which includes: psychiatrists; psychologists; occupational, drama and family therapists; nurses; the care team; and social workers. All staff work collaboratively together to ensure pupils' safety at all times.
- The curriculum is personalised and meets most pupils' needs. English and mathematics are taught to all pupils. The leaders respond positively to the changing needs of their transitory pupil population. When pupils join the school, their 'main school' curriculum is followed. This often demands flexibility in the provision. For example, the school changed its curriculum to incorporate AS- and A-level study programmes.
- A range of vocational courses is offered. However, pupils say they would like a wider choice, including hair, beauty and childcare. The school is aware of this and is planning to extend the curriculum. The school teaches all the required areas of learning. The curriculum is enriched through specialists being invited to teach their areas of expertise. Specialist teachers lead physical education (PE) lessons twice a week. Pupils say they would like outings to places of interest, and the school is finding ways to meet this request, ensuring that pupils' safety is not compromised.
- Sometimes, the curriculum time is not used effectively and efficiently. When some pupils show signs of anxiety, the care workers take them out of lessons to reduce tension, but they are not always offered alternative activities to get them engaged in learning without undue loss of time.
- Personal, social, health and economic education (PSHEE) is used effectively to promote equality and respect for the way others live. Pupils learn about fundamental British values through all curriculum areas and particularly through PSHEE. Pupils learn about democracy, and civil and criminal law. They talked about their celebrations of the Queen's and the anniversary of Shakespeare's death enthusiastically.
- Pupils' welfare, safety and security are a priority. Pupils know how to be safe from radicalisation and extremism. All policies and procedures are implemented effectively. The building is secure and rooms are kept locked at all times. Care workers and teaching staff who have the keys escort pupils from one place to another. The school or hospital staff accompany all visitors.
- Pupils have made good progress in improving their attitudes to learning and their behaviour, because of the effective behaviour management system. This is shown by the school's robust tracking of progress procedures. Teachers assess pupils when they join and measure and track their academic and personal progress each half term. Detailed reports are sent to parents and to pupils' main schools.
- Pupils are placed in the school following their hospital admission. The NHS decides the length of time they will spend in the school and their discharge times. The school has strong transition arrangements to support pupils when they move to their future institutions.
- Leaders' self-evaluation is honest and accurate. They know the effectiveness of the school's work and are aware of the need to continue to improve outcomes for pupils, in both their personal development and academic learning, so that they become outstanding.
- Leaders have ensured that all the independent school standards are met. Staff say that with the change in management and of school leaders, pupils' care and education have improved. The staff are happy to work in the school.

■ **The governance of the school:**

- The proprietor has a good knowledge and understanding of the strengths and weaknesses of the school. She is highly ambitious in working with the headteacher and the head of the school to ensure that the school becomes outstanding. The newly formed management committee are undertaking training to ensure that they hold the school leaders strongly to account so that the school provides outstanding provision for its pupils.
- The new management committee brings a wide range of valuable experiences and understanding of the needs of the young people it is educating.
- The arrangements for safeguarding are effective. Leaders, including the designated child protection lead and the deputy lead, have received the required levels of safeguarding training. All staff have received training in child protection, including how to protect pupils from radicalisation and extremism.
- All safeguarding policies are well implemented and take account of recent statutory guidance. They are published on the school's website for parents' information.
- All required checks are made on staff before they start work at the school. Fire checks and evacuations are conducted termly.
- Thorough risk assessments are carried out every morning for individual pupils with the hospital staff to support individual needs.

Quality of teaching, learning and assessment is good

- Teachers ensure that the work set for pupils builds on their previous learning. They have opportunities to revise, consolidate and extend learning. There is a good focus on developing pupils' basic skills in English and mathematics. Teachers explain the learning objectives of the lesson well, so that pupils know what they are learning and whether they have been successful in completing their tasks.
- In lessons, teachers ensure that pupils have many opportunities to read, write and discuss issues. Planning and observations in lessons show that pupils benefit from reading aloud in the class and discussing the issues presented in the text. For example, pupils read Martin Luther King's famous words, 'I have a dream', then discussed the issue of prejudice and equality to express their own feelings and views.
- Teachers have good subject knowledge. They make sure that lessons are planned and taught at pupils' ability levels so they can make good progress. This was seen in a lesson in which one pupil was working on transformation of symmetry and another looking at simple symmetry. Both the pupils were well supported. This is not the case in all group teaching sessions because sometimes the same work is given to pupils of different abilities. As a result, the most able pupils are not sufficiently challenged and slow learners do not receive good support. This is the reason that teaching is not yet outstanding.
- Homework is given regularly. It is sometimes set to revise learning and at other times for research and deepening understanding. Homework is assessed so that pupils are encouraged to complete their work.
- Teachers follow the school marking policy. All work is assessed and pupils receive informative comments from teachers as to what is good about their work and how to improve. Pupils sometimes mark their own work or the work of their peers.
- Relationships between staff and pupils are good. Pupils say they trust their teachers. Care workers are always present to support pupils' behaviour, but they know when to let the pupils work independently and to assist when needed. Their presence does not hinder independence. Pupils say that, 'We like the individual support we get, this helps us to make good progress'.
- The care workers are proactive and take pupils out of the class to help dispel their anxieties. Occasionally, pupils are out of the lessons longer than necessary because there are not always alternative activities available that they could choose to help make them less stressful.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Policies and procedures are well implemented. Pupils are always accompanied by their care workers, who remain in the

background and intervene only when necessary. This helps to promote pupils' independence. In lessons, care workers know when to intervene. As a result, since September 2015, no pupils have been excluded and only one needed to be restrained from self-harm.

- Many pupils join the school with very low self-esteem and self-harm or have suicidal tendencies. The school has worked hard and has been successful in building pupils' self-confidence. Leaders and staff have achieved this through using praise, a reward system and by providing one-to-one support.
- Pupils are given their medication and other health checks are made during lessons, but these occurrences do not divert pupils' attention. Pupils carry on with their work, maintaining good concentration.
- Excellent risk assessments are conducted daily in collaboration with the ward staff. Every morning, a daily report from the evening team and night duty team is received by the school and learning resources are checked. For example, risk is assessed whether a pupil is safe from self-harming when using a pen or pencil.
- First-aid policy and practice is implemented effectively. Hospital staff are always on duty to take care of any such needs. Five pupils have passed their first-aid training and are very proud of their certificates.
- Pupils' security is of paramount importance for the school and all rooms are locked appropriately when pupils enter or leave. An adult always accompanies them.
- Pupils receive good impartial careers guidance through a visiting adviser. Most pupils have made a choice of career by the time they leave this school.

Behaviour

- Pupils' behaviour is good and they engage well in lessons. They have good relationships with their care workers and behave well during outdoor play or in the dining and sitting areas. Pupils are polite and courteous to visitors and are happy to engage in conversation. All staff are trained in de-escalation techniques and the school behaviour log indicates that instances of poor behaviour are rare.
- Behaviour policy is implemented effectively and pupils enjoy talking about the rewards they have accumulated. Pupils say that there is no bullying and that if it happened they can talk to the staff.
- Pupils' attendance is low. All pupils have health problems. Issues such as change of medication can trigger illness. The school monitors pupils' attendance, but it is not rigorous enough to ascertain whether all the reasons for absence are valid for the whole day or whether pupils should be encouraged to attend for half or part of the day when they feel better.
- Pupils know how to keep safe from radicalisation, cyber bullying or any other issues related to exploitation of women. Staff are well trained in recognising risks and are quick to respond to any emergency to keep pupils safe.

Outcomes for pupils

are good

- Pupils join the school with a wide range of different abilities and skills. They make good progress from the time they start the school, academically and in improving their behaviour. Pupils state that they make good progress because of the support they receive from the staff.
- Academically, key stage 4 pupils continue to make good progress in English and mathematics. The school ensures that all pupils take accreditation in English and mathematics for GCSE entry levels and functional skills. Currently, there are no key stage 3 pupils in the school, but the school has all policies and procedures in place for when referrals are made.
- Pupils enjoy physical education (PE) lessons and are working towards 'Go Lead', an accreditation in leadership and management. Pupils have good reading, writing and verbal communication skills. They discuss the news, such as the junior doctors' strike, give their opinions and listen to others' views.
- Pupils benefit from good opportunities to learn from cross-curricular activities, such as a sushi workshop, a Shakespeare day and the celebration of life in South America.
- Pupils make good use of their literacy skills across subjects such as PSHEE and the Certificate of Personal Effectiveness (CoPE). They have accreditation in courses such as first aid, animal care, food-wise, business and enterprise. Those pupils who have a statement for special educational needs or an education, health and care plan make good progress. The most able pupils make good progress in preparing for GCSE examinations.
- The appropriate focus on preparing pupils' basic skills in communication, English and mathematics, along

with careers advice, prepares them well for their future education or employment. Most pupils have their careers planned.

- The school's performance information indicates that pupils achieve well. This good progress is clearly seen in pupils' books. Pupils make good progress in their personal development and are learning to be confident.

Sixth form provision

is good

- The provision for sixth form is good. The curriculum is adapted to meet most students' needs. The school adjusts its curriculum to provide additional support for those who continue their studies from their previous schools and sit for GCSEs or A levels.
- The sixth form is small, with only five students, all of whom study mathematics and English. Leaders ensure that students continue with the curriculum subjects they were studying in their main schools. This maintains continuity in their learning.
- Teachers have good subject knowledge and they plan lessons to meet individual students' needs. As a result, students make good progress. Where possible, they are taught in groups of four or five. In these group situations, students behave well and work collaboratively. Care workers are always present to support behaviour if any issues arise.
- Assessment systems are rigorous. Students are assessed on entry to the school and aspirational targets are set. Their progress is measured against these targets half termly and comprehensive information on progress is given to their parents and main schools. The school has also analysed information on students' behaviour, attendance, exclusions and physical interventions. This information shows that they are making good progress both in their personal and academic development. Inspection judgements confirm this.
- The school offers vocational courses in a range of areas, such as business enterprise, Go Lead in PE, animal care, hospitality, and food-wise. All students obtain accreditation in these courses. However, students say they would appreciate more vocational courses so that they can have more options. The leaders are aware of this need and are planning to introduce more vocational subjects.
- Students are given good careers advice. A visiting speaker provides non-partisan advice on career opportunities. Students acquire a good grounding in the basic skills of speaking and listening, reading, writing and mathematics. This prepares them well for future education or training.
- Students' behaviour is good both in lessons and during breaktimes. The care workers accompany them at all times to ensure that they are safe.

School details

Unique reference number	141697
Inspection number	10006303
DfE registration number	926/6010

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

Type of school	Low Secure Hospital School
School status	Independent school
Age range of pupils	12–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	12
Of which, number on roll in sixth form	5
Number of part-time pupils	0
Proprietor	Howard Calvert
Headteacher	Rachel Hayward
Annual fees (day pupils)	£34,125
Telephone number	01689 883 180
Website	www.partnershipsincare.co.uk/hospitals/kent-house-hospital-and-school
Email address	Rachel.hayward@partnershipsincare.co.uk
Date of previous inspection	Not Applicable

Information about this school

- Kent House Hospital is an independent hospital offering a specialist in-patient service to NHS England. It is a low secure unit for patients aged between 12 to 18 years with complex mental health needs who are admitted under the terms of the Mental Health Act. The hospital is required to provide a school that meets the educational needs for the patients and, where possible, allows them to continue their education without interruption.
- The school is registered to have 15 male and female pupils from the ages of 12 to 18 years. There are currently 12 pupils aged 14 to 18 years old. One has a statement of special educational needs and one has an education, health and care plan. A further pupil is looked after by the local authority.
- The school opened in September 2013 as Oak View School by Danshell Company Ltd. In September 2015, Partnerships in Care Limited took over the hospital and the school. The name was changed to Kent House Hospital School.
- The headteacher leads both the Kent House Hospital School and a partner school in Norwich. The head of school is responsible for the Kent House Hospital School only. Both the headteacher and head of school took up their posts in September 2015, after Partnerships in Care took over the school.
- The school has asked permission from the Department for Education (DfE) to change the named proprietor and is awaiting the decision.
- This was the school's first Ofsted inspection. It included a material change request, to increase the

maximum numbers of pupils from 15 to 25.

- The DfE is recommended to grant the material change request because the premises are spacious enough to accommodate the proposed number of pupils. All the safeguarding checks meet requirements. Furthermore, building work is taking place to increase the size of the rooms and improve the facilities.
- The school works with pupils who have a wide range of complex mental health, emotional, social and behavioural difficulties. Pupils are residents of the hospital and are registered in the school.
- Pupils join and leave the school throughout the school year depending on each patient's hospital admission and discharge dates.
- Pupils come to the school with a wide range of abilities and skills, some who are achieving academically and some others who have missed a great deal of schooling.
- Teachers work with a range of professionals, such as occupational and speech and language therapists, in order to ensure that pupils' treatment matches their educational plans.
- The ethos of the school is 'Support, Motivate, Inspire, Learn, Empower'.
- The pupils' home local authorities fund the hospital and the school. Pupils are offered an average of 18 hours of education each week.
- The school does not use any off-site provision.

Information about this inspection

- The inspector observed six lessons and made some shorter visits to all classes, all jointly with the head of the school. Due to the secure nature of the school, the inspector was accompanied by the headteacher or the head of the school throughout the inspection.
- The inspector had discussions with the headteacher, the head of school, the director of hospital, a ward manager and three members of the management committee, and a telephone conversation with the would-be proprietor. Feedback at the end of the inspection was given on the telephone to two members of the management committee and to the would-be proprietor.
- A meeting was held with three pupils and a range of pupils' work was scrutinised.
- A range of school documentation available on the school's website and in hard copy was analysed.
- The inspector visited the whole-school site and pupils' residential accommodation. The plans for the school extension were scrutinised. The school's arrangements for pupils' welfare and safety were analysed.
- The inspector took account of parents' views through four responses to Parent View, Ofsted's online survey. The views of nine staff, expressed in their response to a questionnaire, were scrutinised.
- Pupils' behaviour was observed both in lessons and outside with their carers. Records of behaviour and 'use of restraint' logs were examined.

Kanwaljit Singh, Lead inspector

Ofsted Inspector

Advice note for a material change inspection

The school is seeking to increase the maximum number of pupils from 15 to 25.

The school is likely to meet all of the independent standards.

Safeguarding is strong. All policies and procedures well implemented. The policies take account of the latest guidance issued by the Secretary of State, 'Keeping children safe in Education' (July 2015). The whole building is secure. Pupils are accompanied by their care workers all the time, who open and shut doors as required. The pupils are kept safe from self-harm all 24 hours of the day.

Staff are well skilled in de-escalation strategies, are proactive in observing signs of pupils' disengagement in lessons and provide appropriate support. There have been no exclusions. There has been only one incident of using restraint to keep the pupil safe from harm.

Premises are spacious, with large classrooms, a hall, an art room and a dining and sitting area. These classrooms are next to pupils' wards where each has a bedroom with en-suite bathroom facilities. There is a large playground with benches for sitting. Currently, building work is taking place to extend and improve the quality of building. Once the building work is completed, the school will have improved accommodation with better facilities such as a garden.

The school is likely to meet the independent school standards if the material change relating to the increased numbers is implemented.

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