

Ellingham Hospital School

Ellingham Road, Attleborough, Norfolk NR17 1AE

Inspection dates	29 June–1 July 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
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Not applicable

Summary of key findings for parents and pupils

This is a good school

- The headteacher and senior leaders work well together, sharing a clear vision and strong drive for improving the school. As a result, they have ensured that all the independent school standards are met.
- School leaders rigorously monitor the impact of teaching and assessment on pupils' learning to make sure it continuously improves. As a result, teaching and assessment are good and pupils make good progress in their learning.
- Leaders are providing a relevant curriculum, personalised to the needs of each individual pupil.
- The school works closely with the hospital staff to ensure the safety and well-being of pupils.
- Pupils make good progress in their spiritual, moral, social and cultural development. They are developing their understanding of fundamental British values well.
- Teachers, teaching assistants and care staff work closely together in providing good welfare, support and guidance for pupils. As a result, pupils make good progress in their behaviour and attitudes to learning.
- The sixth-form provision is good. Students are making good progress in their examination courses as a result of good teaching.

It is not yet an outstanding school because

- Occasionally, teachers provide tasks which pupils find either too hard or too easy, which limits their progress.
- Members of the management committee have not yet visited the school to form their own view of the impact of the school's work on pupils' learning and well-being.

Compliance with regulatory requirements

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

Full report

What does the school need to do to improve further?

- Ensure that teachers consistently provide suitably challenging tasks for pupils to stretch them in their learning.
- Ensure that the management committee implements a programme of focused visits to inform its own view of the impact of the school's work on pupils' learning and well-being.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and senior leaders constantly strive to improve the quality of teaching and assessment to enable pupils to learn effectively and make good progress. Leaders have ensured that all the independent school standards are met, including those for leadership and management. The morale of staff is high and staff share the drive of leaders for continuous improvement.
- Leaders closely monitor the impact of teaching on pupils' learning through regular classroom visits, frequent checking of pupils' work and half-termly reviews of the progress each pupil is making. They use the outcomes of this monitoring to form an accurate view of the school's strengths and areas for development, and to set clear priorities for further improvement. Leaders are ensuring that staff have appropriate training to develop their teaching skills.
- Teamwork between staff is strong. The school works successfully with the hospital staff, including the multidisciplinary team of nurses, care workers, psychiatrists, psychologists, social workers and therapists in order to promote pupils' well-being and ensure that their treatment plans match their individual education plans. Leaders are also providing training in behaviour management and in specialised techniques for the safe use of physical restraint for vulnerable pupils, should the need arise. Parents are pleased with the quality of care and education provided for each pupil and with the regular and informative reports they receive about their child's progress.
- Leaders review and update all policies regularly to ensure that they meet the requirements of the independent school standards. They have developed thorough assessment systems to carefully record and track the progress pupils are making in the basic skills of literacy and numeracy. They regularly look at pupils' work to determine the progress pupils are making across a range of subjects.
- The curriculum is balanced, covering a suitably wide range of subjects, and provides a good range of relevant individual programmes personalised to each pupil's needs. This promotes equality of opportunity well because it ensures that all pupils have the same opportunities to learn and make progress. There is a strong emphasis on developing the basic skills of literacy and numeracy. Pupils also have good opportunities to follow a variety of examination courses, including entry-level and GCSE examinations.
- Pupils receive high-quality independent careers advice which enables them to make free choices about their future pathways. Transition arrangements are good and staff provide good support for pupils when they transfer from school back to colleges and institutions within the community. The curriculum is enriched through visiting specialists such as first-aid trainers, giving pupils the opportunity to gain first-aid awards.
- The curriculum promotes pupils' spiritual, moral, social and cultural development effectively. The well-conceived programme of personal, social, health and economic education enables pupils to develop an understanding of fundamental British values and how to stay safe from extremism or radicalisation. They learn about democracy and the rule of law and to appreciate and respect people from different cultural traditions and religious backgrounds. The school tackles any form of discrimination well by promoting good relationships.
- **The governance of the school**
 - The proprietor and management committee provide good support for staff and are holding the school to account for its work. They scrutinise reports from the headteacher and have a realistic view of the impact of teaching on pupils' learning. They are developing their understanding of the school's data and are asking probing questions about pupils' learning and well-being, including how much their attendance is improving. However, they have not yet visited the school to obtain an independent view of the impact of provision on pupils' learning and well-being.
 - The management committee monitors the performance of the headteacher effectively and ensures that the school sets challenging targets for improvement.
- The arrangements for safeguarding are effective. All training in child protection is up to date and all safeguarding policies are implemented well. These take account of the latest statutory guidance and are available for parents on the school's website. As a result, staff are rigorous in ensuring pupils' safety. All required checks on the suitability of staff to work with children are made prior to their appointment. The school works well with hospital staff to ensure that risk assessments are fully in place to ensure pupils' safety. Consequently, pupils stay safe and their behaviour is managed well.

Quality of teaching, learning and assessment is good

- Teachers have good subject knowledge and use this well to plan sequences of lessons which rapidly build pupils' knowledge, skills and understanding and ensure good learning and progress. They ask probing questions to deepen pupils' thinking, as seen in lessons and in English books where pupils were encouraged to use more persuasive vocabulary in writing.
- Teachers set regular homework to consolidate pupils' learning. They mark this regularly and provide good feedback, consistent with the school's marking policy.
- Care workers and teaching assistants work closely with teachers to provide good support in lessons. Their relationships with pupils are good and they manage behaviour effectively. They help to clarify any misunderstandings pupils may have and make good use of resources to enable each pupil to access their learning.
- Teachers usually match tasks to pupils' different levels of ability. However, pupils' work shows that they are sometimes given work that is either too hard or too easy, which limits progress.
- The teaching of basic skills is good and there is a strong emphasis on encouraging pupils to apply their literacy and numeracy skills across different subjects such as humanities and science. For example, pupils were encouraged to record data of the goals scored during the European championships on a tally chart and then to interpret the results accurately.
- The headteacher and proprietor have ensured that all the independent school standards relating to teaching, learning and assessment are met.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The school has implemented its policies and procedures to promote these aspects well. Teachers work closely with hospital staff to oversee pupils' safety and well-being. Staff successfully build pupils' confidence and self-esteem through good use of praise, encouragement and rewards. Individual support is provided to pupils when needed.
- Thorough risk assessments are in place and the school works closely with hospital staff to prevent or minimise any potential risks to pupils' safety.
- The first-aid policy is implemented effectively and hospital staff ensure that any medication is administered correctly. Fire-risk assessments are thorough and appliances are regularly checked for safety.
- Staff ensure that pupils' welfare and security are given the utmost priority. All rooms are locked when pupils enter or leave and staff maintain high levels of supervision to ensure that pupils are safe at all times. As a result, pupils move safely from one area of the school to another and handle equipment, including computers, safely. Staff are quick to intervene in any emergency to keep pupils safe.
- Bullying and any form of racial harassment or prejudice of any kind are rare. Pupils say that the school deals with any form of bullying effectively should it occur and parents expressed no concerns about bullying.
- Pupils know how to stay safe from any form of extremism.

Behaviour

- The behaviour of pupils is good. Pupils have good relationship with one another and with staff. They respond well to the school's system of rewards and sanctions and as a result their behaviour in lessons and around the school is good.
- The behaviour policy is implemented well and staff effectively de-escalate challenging behaviours when these occur. They support pupils well in developing more appropriate ways of managing their own behaviour.
- Attendance is below average because all pupils have health problems, and issues such as a change of medication can trigger illness. Nevertheless, most pupils make rapid gains in their attendance during their time in school, with many achieving full attendance. This was seen during the celebration assembly held in school during the inspection, where the majority of pupils received awards for their good attendance and attitudes to school.

- The headteacher and proprietor have ensured that all the independent school standards relating to the personal development, behaviour and welfare of pupils are met.

Outcomes for pupils

are good

- Pupils enter the school after hospital admission with below-average levels of attainment on entry. They make good progress during their time in school because teaching is good and they benefit from good support from staff.
- The very few pupils at key stage 3 are making good progress across a range of subjects from their different starting points. By the time they leave school, pupils at key stage 4 achieve a range of relevant qualifications at entry level, in functional skills and in GCSE where appropriate. All pupils leave school with qualifications in English and mathematics.
- The school's accurate records of pupils' attainment and progress and the quality of pupils' work in their books shows that they are achieving well. There are few gaps in learning. Pupils take a pride in their work, building their knowledge, skills and understanding rapidly over time.
- All pupils, including those who have a statement of special educational needs or an education, health and care plan, the most able and disadvantaged pupils, make equally good progress. They develop good skills in speaking and listening, reading, writing and mathematics because the curriculum is personalised to their individual needs. However, pupils' books show that occasionally a few do not make enough progress because the work they are given is sometimes either too hard or too easy.
- Pupils make good progress across different subjects and activities such as art, physical education, topics on South America and sushi workshops. They also acquire first-aid certificates and develop good skills of scientific enquiry and in computing.
- Pupils are well prepared for the next stage of their lives because they receive good careers guidance which prepares them well for their future education and employment.
- The headteacher and proprietor have ensured that all the independent school standards relating to outcomes for pupils are met.

16 to 19 study programmes

are good

- Good leadership of the sixth form has ensured that the provision is good. The curriculum is adapted to each student's needs, with a strong emphasis on developing their functional skills of communication, literacy and numeracy. All students have good opportunities to follow examination courses in functional skills and all leave with at least a relevant qualification in English and mathematics. This enables them to further their studies within their local communities when they are discharged from hospital and leave the school.
- Students respond well to good teaching. Their behaviour in lessons and around the school is good and they develop good attitudes to learning.
- Teachers use their good subject knowledge and questioning skills to deepen students' thinking. They plan sequences of lessons effectively, making good use of resources to ensure that students acquire new knowledge, skills and understanding quickly. They receive good support from care workers and teaching assistants to enable them to access learning and ensure that they stay safe at all times.
- Assessment is thorough. Each learner is carefully assessed on entry to the school and the information is used to set challenging targets. Teachers review the progress students are making towards their targets every half term and a report on their progress is given to parents. The school systematically records and rigorously analyses information on students' attendance and behaviour and physical interventions. Assessment information shows that students are making good progress in their learning and in their personal development. Good progress is also seen in students' work and in the outcomes of leaders' visits to lessons over time.
- The school provides a range of suitable courses which prepare students for life in the community and develop their independent living skills. Students develop good skills in speaking, listening, reading, writing and mathematics and they benefit from sound independent careers advice from a visiting careers adviser.

School details

Unique reference number	141861
Inspection number	10008624
DfE registration number	330/2239
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	20
Of which, number on roll in sixth form	7
Number of part-time pupils	1
Proprietor	Howard Calvert
Chair	Kath Murphy
Headteacher	Rachel Hayward
Annual fees (day pupils)	£34,125
Telephone number	01953 459000
Website	www.partnershipsincare.co.uk/hospitals/ellingham-hospital-and-school-east-anglia
Email address	Rachel.hayward@partnershipsincare.co.uk
Date of previous inspection	Not applicable

Information about this school

- The school provides full-time education within Ellingham Hospital, which is a specialist low-secure unit for patients aged between 12 and 25 years with complex mental health needs who are admitted under the Mental Health Act.
- Ellingham Hospital School is registered for 17 male and female pupils from the ages of 12 to 18 years. The school is currently oversubscribed as there are currently 20 pupils within this age range on roll. Pupils are resident in 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.
- Nearly all of the pupils have a statement of special educational needs or an education, health and care plan arising from their complex social, emotional and mental health difficulties. A few are looked after by the local authority.
- The school was opened as Oakview School East Anglia in September 2014 by Danshell Company Limited, and changed its name to Ellingham Hospital School when Partnerships in Care Limited took over the hospital and the school in September 2015.
- The ethos of the school is: 'High expectations, Empower and Support'. The pupils' home local authorities fund the school and pupils are offered an average of 18 hours of education each week.
- The school meets requirements on the publication of specified information on its website.
- The headteacher leads both Ellingham Hospital School and a partner school in Kent. The headteacher took up her post in February 2014 before Partnerships in Care Limited 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 is the school's first Ofsted inspection. It includes a material change request, to increase the maximum number of pupils from 17 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, and all safeguarding checks meet requirements. Refurbishment work on the separate teaching block is taking place to improve the facilities.

Information about this inspection

- The inspector visited six lessons and activities, including a celebration assembly and first aid-sessions with the headteacher.
- He held discussions with the headteacher, two senior leaders and two members of the management committee, including the hospital manager. Informal discussions were also held with pupils.
- The inspector examined a range of pupils' work and the school's tracking information about the progress pupils were making across the school, including in the sixth form.
- He visited the whole school site, including three hospital wards where education took place and the separate teaching block which is currently undergoing refurbishment. The school's arrangements for pupils' safety and welfare were scrutinised.
- The inspector took account of parents' views provided by the school as there were too few responses to Ofsted's online survey, Parent View. He also considered the questionnaire responses from staff.
- The inspector looked at a range of school documentation available on the website and in hard copy, including a range of policies to promote the welfare and safety of pupils, the complaints policy, the school's summary self-evaluation and school improvement plan, records of behaviour, restraint logs and attendance figures.

Inspection team

Declan McCarthy, lead inspector

Ofsted Inspector

Advice note for a material change inspection

- The school is seeking to increase the maximum number of pupils from 17 to 25.
- The school is likely to meet all of the independent school standards.
- Safeguarding is effective because all policies and procedures, which take full account of the latest guidance issued by the DfE, 'Keeping Children Safe in Education' (July 2015), are implemented successfully. Staff work closely with care workers and medical staff to ensure that pupils are kept safe at all times. The building is secure.
- Staff provide appropriate support for pupils at all times. There have been no exclusions and incidents of restraint are very rare.
- There are enough classrooms and teaching areas on the three wards to fully accommodate the increase in the number of pupils. These are adjacent to pupils' bedrooms which have en-suite bathroom facilities for each pupil. The school also benefits from a separate teaching block within the hospital grounds which is currently undergoing refurbishment and is due to be completed by the end of July 2016. The grounds are spacious, with good outdoor areas for recreation, leisure and physical education activities such as football.
- There are enough suitably qualified and experienced staff to provide for the increased numbers of pupils.
- The school is likely to meet the independent school standards if the material change relating to the increased numbers of pupils is implemented.

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