

Inspection of Summit School

Cygnet Joyce Parker Hospital, 2 Lansdown Street, Coventry CV2 4BF

Inspection dates: 7–9 July 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

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?

Pupils enjoy the calm and settled atmosphere that exists in the school. They enjoy their lessons and say that they have good discussions that are often fun. Teachers know them well. There is mutual respect between adults and pupils that enables learning to take place. Pupils told inspectors that they have confidence that adults would sort out any bullying. They know this because bullying had happened in the past, but now is very rare.

This is a new school. All teachers were employed in January 2021. They came from schools that are very different from this school, and so are still adjusting to their new roles. They are not yet totally secure with planning and delivering a bespoke curriculum for each pupil. However, all staff have developed strong relationships with the pupils and with one another. Parents and carers who made written responses to Ofsted's Parent View survey were overwhelmingly supportive of the school. A typical comment was: 'Even when my child was very unwell, staff did not give up.'

Staff from the hospital ward support pupils in the classroom. When pupils are unwell, teachers sometimes teach them on the ward. The teaching staff and the ward staff get on very well and support one another.

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

Pupils engage well with their learning. They value the opportunities and support they get. Pastoral support is very strong, and pupils feel safe and confident while at Summit School. Teachers know their subjects, and support pupils at each stage of their learning. They break down learning into logical steps and add challenge as necessary.

Pupils' personal and academic needs are assessed when they join the school. Teachers use this information to create individual education plans (IEPs) and targets for each pupil. Teachers and pupils review the targets every week. However, pupils are not given a final review when they leave the school. Consequently, when pupils rejoin their original educational or work setting, pupils and staff are not aware of what support or help is needed.

Staff have benefited from recent training about developing pupils' vocabulary. This is working particularly well in English. Leaders encourage pupils to read in every lesson and on the ward. Some pupils read exceptionally well.

The head of education from Cygnet Health Care has created strong schemes of work for science, mathematics and English. These schemes detail the knowledge and skills that pupils need in those subjects, and set out the order in which they should be taught. Pupils also have lessons in personal, social, health and economic (PSHE) education, and in history, geography and performing arts. A qualified sports coach teaches physical education.

Pupils are highly motivated to learn and say how much they enjoy coming up to the school from the hospital ward. Staff manage any 'unexpected' behaviour well. Key leaders have established effective systems between the ward and the school to ensure that pupils are kept safe. Most pupils' attendance improves while they are at the school. Nevertheless, overall attendance is low because of pupils' illnesses. Leaders work hard to ensure that pupils engage with education when they are well enough.

Staff are attentive to pupils' personal and social development. They take every opportunity to develop pupils' confidence and self-esteem. Pupils know about and understand British values and why these are important. For example, pupils debated the school's name. They voted for 'Summit School', partly because it is located at the top of the hospital building. Pupils recently explored lesbian, gay, bisexual and trans (LGBT) issues to coincide with Pride Month. They dressed up and held a Pride parade in the outdoor area beside one of the wards. A variety of experiences enhance pupils' spiritual, moral, social and cultural understanding well.

Leaders make sure that pupils engage with education while they are in hospital. They have ensured that the school provides a good education for pupils who are sometimes unwell. The headteacher and the education officer have developed very good relations with hospital staff, pupils and their families, parent schools, local authorities, and other agencies and services. The headteacher is supported well by staff and leaders from Cygnet Health Care. They provide effective levels of support and challenge to the running of the school. Leaders deliver training for teachers on how to deliver specialist support and teaching tailored to meet pupils' needs and aspirations. Staff welcome this training. Ofsted's survey of staff indicates that staff feel well supported by leaders.

Leaders ensure that the school meets the requirements of schedule 10 of the Equality Act 2010.

The school meets all the independent school standards.

Safeguarding

The arrangements for safeguarding are effective.

All staff are vigilant, understand their roles and responsibilities, and care about pupils' safety and well-being. Leaders have ensured that staff have had the necessary training to safeguard pupils. The safeguarding policy is displayed on the school's website and meets statutory requirements. Leaders collaborate closely with staff on the hospital ward. Morning briefings ensure that everyone is aware of any concerns about pupils so that they can care for them appropriately. Any safeguarding concerns are documented in detail. Leaders have ensured that the building is a safe environment.

What does the school need to do to improve?

- Assessment processes are not sufficiently detailed to provide a clear picture of pupils' personal and academic needs at the end of their placements. This means that leaders find it hard to evaluate pupils' development and progress while they are at Summit School. Leaders should refine the assessment processes throughout the placement and the summary assessments at discharge. This will help pupils and professionals have a better understanding of pupils' personal and academic needs. They would know what help and support are needed for pupils to succeed after the placement ends and when they move back into their previous education establishment and/or setting.
- The quality of curriculum delivery is inconsistent. This means that pupils are not fully engaged in aspects of the curriculum or their learning. Consequently, their knowledge and understanding are not as well developed as they could be. Leaders are already aware of this and have begun to provide training and support for teachers. Leaders should continue to develop teachers' ability to deliver an ambitious, tailored curriculum that meets pupils' needs and aspirations.

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	148079
DfE registration number	331/6005
Local authority	Coventry
Inspection number	10192412
Type of school	Other independent special school
School category	Independent school
Age range of pupils	11–18
Gender of pupils	Mixed
Number of pupils on the school roll	19
Number of part-time pupils	0
Proprietor	Cygnnet Health Care
Headteacher	Jason Cobley
Annual fees (day pupils)	£164.00 per day
Telephone number	024 751 00150
Website	www.cygnnethealth.co.uk/locations/cygnnet-joyce-parker-hospital/summit-school/
Email address	jasoncobley@cygnnethealth.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Summit School is based in Cygnet Joyce Parker Hospital in Coventry. The hospital is a tier 4 child and adolescent mental health service (CAMHS) hospital. It supports young people with mental health needs in psychiatric intensive care and acute general environments.
- The proprietor, Cygnet Health Care, provides a network of services for individuals with mental health needs, autism spectrum disorder and learning difficulties. There are two other schools in the group that provide similar services.
- Pupils are able to continue their education at Summit School if they have been admitted to the hospital. Their stay in the hospital is on average for six to eight weeks.
- Pupils have a range of social, emotional and mental health needs. Some also have other special educational needs and/or disabilities. A proportion of these have education, health and care plans.
- Local authorities commission the education placements.
- The school does not use alternative provision.
- The school does not have any religious denomination.

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.

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

- 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 is the school's first standard inspection. The school was registered by the DfE on 18 December 2020.
- At the time of the inspection, many of the 19 pupils had recently been admitted to the hospital. Several pupils were too ill to engage with education either in the classrooms or on the ward. Seven pupils were taking part in education during the inspection. Teaching in classrooms and on the ward was seen.
- Pupils are taught in school or on the ward either in the afternoon or the morning of each day. They have therapeutic sessions with psychologists when they are not taking part in education.

- The lead inspector made a tour of the site with the headteacher and the head of education. She also made checks of health and safety documents.
- Inspectors examined first-aid equipment. They held meetings with the headteacher, the special educational needs and/or disabilities coordinator, and the head of education. They spoke to all the teachers present during the two days.
- The lead inspector spoke to the chief operating officer for Cygnet Health Care on the telephone.
- Safeguarding documents were checked, including the checks that leaders make on staff's suitability to work with children prior to employment. The lead inspector spoke to the lead safeguarding officer for the hospital about safeguarding systems and documentation that operate in collaboration with the school. Inspectors checked that the safeguarding policy and procedures are implemented effectively.
- The inspectors scrutinised documents and policies about the curriculum, schemes of work, lesson plans and assessment documents. They scrutinised pupils' IEPs.
- As part of the inspection, inspectors focused on the following subjects: English and reading, mathematics, PSHE education and science. They spoke to teachers of these subjects and to pupils about their work and more generally about their school life and whether they felt safe.
- The lead inspector listened to two pupils reading. She also toured the school corridors with pupils so that they could show her their work relating to their personal development, which was posted on the walls.
- Adults from the ward were present at all times to monitor the safety of the pupils and staff. When the lead inspector spoke to pupils, teaching staff left the room and ward staff remained at a distance.
- The lead inspector considered responses to Ofsted's survey for staff and the free-text responses from parents on Ofsted's Parent View questionnaire.
- Inspectors considered behaviour and incident documents, as well as documents related to pupils' mental health.

Inspection team

Mary Maybank, lead inspector

Ofsted Inspector

Janet Satchwell

Ofsted Inspector

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