

Chartfield School

Independent school standard inspection report

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| Unique Reference Number (URN) | 118977 |
| URN for registered childcare | 582190 |
| Inspection number | 361348 |
| Inspection dates | 9–10 March 2011 |
| Reporting inspector | Michèle Messaoudi |

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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.^{1, 2}

Information about the school

Chartfield School is a primary day school that opened in 1928. It is situated on the edge of Westgate-on-Sea in east Kent in a residential area opposite a park. It occupies a detached house that has been converted to provide education. It is registered for up to 65 pupils aged from three to 11 years. There are currently 27 pupils on roll, aged from three to 10 years, taught in three mixed-age classes. There are four children in the Early Years Foundation Stage, two of whom attend part-time and three are in receipt of public funding under the nursery voucher scheme. Pupils have diverse cultural heritages and a few are bilingual. There are no pupils with statements of special educational needs. The school was last inspected in March 2007.

The school's aims are to 'develop and maintain the individual child's lively and enquiring mind, to allow each child to develop to his or her fullest potential and to give self confidence to each pupil and encourage them to acquire knowledge and skills'.

Evaluation of the school

Chartfield School provides a satisfactory quality of education and meets most of its aims. The satisfactory curriculum places a high emphasis on pupils' personal development and, while their overall spiritual, moral, social and cultural development is good, their spiritual and social development is outstanding, and so is their behaviour. Owing to satisfactory teaching, pupils make at least satisfactory progress. Arrangements for safeguarding pupils and promoting their welfare, health and safety are satisfactory. The school has worked hard to rectify all the areas of non-compliance identified in the last inspection and now meets all but one of the regulations for independent schools. The overall effectiveness of the Early Years Foundation Stage is satisfactory and the school has already taken appropriate steps to remedy a current breach of one welfare requirement.

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

Quality of education

The curriculum is satisfactory. In the Early Years Foundation Stage, there is a satisfactory balance of adult-led and child-initiated activities. The breadth of the primary curriculum includes all the National Curriculum subjects, along with French taught from Year 3 and yoga from Reception. The curriculum is well balanced between the different areas of learning. The planning of the curriculum has improved since the last inspection and adequately supports the teaching. A two-year rolling programme ensures that pupils progress in their learning without unnecessary repetition in the mixed-age classes. Planning for English and mathematics is based on the national strategies and is reasonably detailed. Speaking, listening and reading skills are promoted well. While pupils are encouraged to write at length from Year 1, less attention is paid to the quality of their writing and there is no consistent approach to the teaching of handwriting. Consequently, pupils' writing skills are not as developed as they could be. Provision for mathematics, science, design and technology and information and communication technology is satisfactory. However, access to the internet is restricted by technical problems, which hinders pupils' research work at times. Pupils' musical skills are enhanced well by an ocarina club and a choir club, and by opportunities to perform in public. Provision for physical education (PE) is good and includes weekly PE and yoga lessons, swimming in the summer term, and regular participation in sports events. Personal, social and health education (PSHE) reflects the ethos of the school and makes a strong contribution to pupils' personal development. Early identification of the needs of pupils who have English as an additional language and of those who have learning difficulties enables these pupils to receive good support and to access the full curriculum. Parents express satisfaction with this aspect of the provision. The curriculum is adequately resourced and enriched satisfactorily by educational visits and after-school clubs.

While teaching and assessment are satisfactory overall, a high proportion of teaching is good. In the Early Years Foundation Stage, the teaching is satisfactory rather than good because the staff do not sufficiently engage with the children through questioning to extend their learning. In Key Stages 1 and 2, teachers establish excellent working relationships that facilitate pupils' learning. They are skilful at planning cross-curricular links that make pupils' learning more coherent. Where the teaching is good, it is dynamic and stimulating. Teachers make pupils think more deeply by asking open-ended questions that make them arrive at the correct answer. Good teaching provides consistent challenge through tasks that closely match pupils' varying needs. Consequently, pupils are fully engaged in their learning and they participate actively in lessons. Where the teaching is satisfactory, the teacher talks for too long or allows too much time for discussion, which limits the time allocated to the pupils' main task or restricts their active participation. The planning of lessons does not consistently provide pupils with clear success criteria against which they can easily assess their learning. There is an appropriate assessment framework to assess pupils' learning and monitor their progress.

The good practice of showing pupils exactly how to improve their work through constructive marking and the setting of learning targets has begun in English and in mathematics in Key Stage 2. However, this practice is not yet generalised throughout the primary school and in other subjects. Teachers collate a wide range of assessment results but do not record them in a way that gives them an instant picture of each pupil's progress and enables them to monitor it rigorously. Most parents feel well informed of their children's progress. In the six-monthly progress reports, teachers comment on what pupils can do but not always on what they need to do to improve.

As a result of the satisfactory curriculum, teaching and assessment, all pupils, including those in the Early Years Foundation Stage, those who have linguistic needs and those who have learning difficulties, make at least satisfactory progress. Where assessment is used effectively, pupils are on track to make good progress. Many pupils gain entry to local grammar schools.

Spiritual, moral, social and cultural development of pupils

Pupils' overall spiritual, moral, social and cultural development is good throughout the school. Their social and spiritual development is outstanding and so is their behaviour. Pupils of all ages enjoy school and their attitudes to learning are good. Their attendance is good. A pupil expresses the views of many when saying, 'I love my school. The teachers care about me. When I find something difficult, they help me. They listen to my ideas.' Pupils of diverse heritages work and play harmoniously together. Well-planned assemblies contribute very effectively to pupils' spiritual development as pupils make presentations on important environmental issues and lead their peers to reflect on how they can make a difference. Pupils are articulate and self-assured, and express their views with conviction. They are encouraged to be givers rather than takers and show consideration for others. They show high levels of self-discipline. Their moral development is good and they are beginning to develop an understanding of restorative justice that is central to the PSHE programme.

Pupils contribute well to the community through the school council. They experience democracy by electing representatives who collect their views and discuss them weekly. Currently, the council is planning how to involve all pupils in the production of a school magazine. Pupils actively care for the environment by recycling paper, saving energy and writing to the local paper about local issues. Their concerns have prompted the visit of a local councillor who discussed practical solutions with them. The school choir visits local residential homes. All pupils participate in Christmas and summer plays that are open to the public. These activities enhance their communication skills and their self-esteem. Pupils think of those less fortunate than themselves and regularly help to raise funds for charity.

Pupils' cultural development is satisfactory rather than good because it is not sufficiently enhanced by educational visits. However, a wide range of visitors, and visits to the local library and swimming pool contribute to pupils' awareness of public institutions. Pupils learn to respect and appreciate diverse religious beliefs. The good

communication and teamwork skills which they develop, coupled with their self-confidence, prepare them well for their future.

Welfare, health and safety of pupils

Provision for pupils' welfare, health and safety is satisfactory throughout the school. This is an improvement on the last inspection. The policies aimed at minimising risks in all circumstances are implemented satisfactorily. All staff receive the appropriate level of training in child protection and the child protection policy is sufficiently detailed to give them clear guidance should concerns arise. All the required checks are made on staff and volunteers to confirm their employment history and their suitability to work with children. The school has a first aid policy and a qualified first aider as required. The staff supervise pupils with vigilance and promote the highest standards of behaviour. Consequently, instances of bullying are rare and pupils feel safe. The school promotes healthy lifestyles through the curriculum and there is a ban on sweets and fizzy drinks but the staff do not consistently reinforce healthy eating messages at lunch time. Pupils enjoy participating in cross-country running three times a year in addition to PE. However, the range of activities offered at play time is limited, and pupils justifiably feel that it should be wider.

The school has an appropriate plan to fulfil its obligations under the Disability Discrimination Act 1995, as amended.

Suitability of staff, supply staff and proprietors

Rigorous recruitment procedures ensure that all the required checks are carried out on staff and the proprietor, documented and recorded appropriately in a single central register. This represents a significant improvement since the last inspection.

Premises and accommodation at the school

The premises provide a homely atmosphere and sufficient indoor and outdoor space, including specialist accommodation, to ensure safe, effective learning for the numbers on roll. However, facilities for pupils who are ill do not meet requirements because the washbasin is not located in the same room as the bed.

Provision of information

The school has rectified the shortcomings identified during the last inspection and now provides parents and others with the required range of information that is clear, accurate and up-to-date.

Manner in which complaints are to be handled

The school has suitable procedures to handle complaints fairly and promptly.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is satisfactory securing satisfactory outcomes for all children. Children enjoy an adequate range of indoor and outdoor activities and experiences that satisfactorily promote the six areas of learning. As a result, they achieve satisfactorily in all areas. Children benefit in their social, physical and creative development by joining Key Stage 1 pupils for yoga and art.

Teaching is satisfactory. Staff present interesting opportunities for active play and exploration. However, they do not always use open-ended questions sufficiently to extend children's learning. Daily observations of children's learning closely follow their progress towards the expected goals. However, staff do not consistently use these assessments to identify possible learning steps and inform future planning. As children's starting points are not clearly established, the leaders cannot form a completely accurate view of children's progress.

Leadership and management are satisfactory and self-evaluation is adequate. Management is focusing on improving children's development further but there is not yet sufficient focus on progression in the development of skills; the current focus is on topics and activities. Staff create a warm and welcoming environment in which children build positive relationships, enjoy learning and play and work harmoniously together. Consequently, children feel safe. Safeguarding arrangements are satisfactory. The certificate of the person with a paediatric qualification has recently expired. However, the school has already made arrangements to rectify this oversight and also to train a second person. Children's awareness of healthy eating and good hygiene routines is promoted satisfactorily but is not consistently applied. The setting works well with parents.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.³

The school does not meet all requirements in respect of the premises of and accommodation at schools (standards in part 5) and must:

- ensure that there are appropriate facilities for pupils who are ill, in accordance with regulation 5 of the Education (School Premises) Regulations 1999 (paragraph (23k)).

³ www.legislation.gov.uk/ukxi/2010/1997/contents/made

In order to comply with the welfare requirements of the Early Years Foundation Stage, the school must:

- ensure that at least two members of staff have appropriate first aid training with paediatric qualifications.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- improve the quality of handwriting and writing throughout the primary school
- consistently involve pupils in the assessment of their own learning through clear success criteria, constructive marking and reporting, and through the use of challenging learning targets
- in the Early Years Foundation Stage, accurately assess children's starting points and use daily assessments consistently to inform the planning of activities
- in the Early Years Foundation Stage, focus teaching on the development of children's skills and consistently extend children's learning by using open-ended questions effectively.

Inspection judgements

| | | | |
|-------------|------|--------------|------------|
| outstanding | good | satisfactory | inadequate |
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The quality of education

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|--|--|--|---|--|
| Overall quality of education | | | ✓ | |
| How well the curriculum and other activities meet the range of needs and interests of pupils | | | ✓ | |
| How effective teaching and assessment are in meeting the full range of pupils' needs | | | ✓ | |
| How well pupils make progress in their learning | | | ✓ | |

Pupils' spiritual, moral, social and cultural development

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|--|---|---|--|--|
| Quality of provision for pupils' spiritual, moral, social and cultural development | | ✓ | | |
| The behaviour of pupils | ✓ | | | |

Welfare, health and safety of pupils

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|--|--|--|---|--|
| The overall welfare, health and safety of pupils | | | ✓ | |
|--|--|--|---|--|

The quality of the Early Years Foundation Stage provision

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|--|--|--|---|--|
| Outcomes for children in the Early Years Foundation Stage | | | ✓ | |
| The quality of provision in the Early Years Foundation Stage | | | ✓ | |
| The effectiveness of leadership and management of the Early Years Foundation Stage | | | ✓ | |
| Overall effectiveness of the Early Years Foundation Stage | | | ✓ | |

School details

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| School status | Independent | | |
| Type of school | Day primary school | | |
| Date school opened | 1928 | | |
| Age range of pupils | 3–10 years | | |
| Gender of pupils | Mixed | | |
| Number on roll (full-time pupils) | Boys: 9 | Girls: 16 | Total: 25 |
| Number on roll (part-time pupils) | Boys: 1 | Girls: 1 | Total: 2 |
| Number of pupils with a statement of special educational needs | Boys: 0 | Girls: 0 | Total: 0 |
| Number of pupils who are looked after | Boys: 0 | Girls: 0 | Total: 0 |
| Annual fees (day pupils) | £3,000 | | |
| Address of school | 45 Minster Road Westgate-on-Sea Kent CT8 8DA | | |
| Telephone number | 01843 831716 | | |
| Email address | info@chartfieldschool.org.uk | | |
| Headteacher | Miss Louise Shipley | | |
| Proprietor | Mrs Mary Neale | | |