

Chartwell House School

Independent school standard inspection report

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Reporting inspector	Sheelagh Barnes
Social care inspector	Helen Walker HMI

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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}

An inspection of the care provision was carried out under the Care Standards Act 2000 having regard to the national minimum standards for children's homes. This inspection took place on 24 January 2011. The full report is published separately on Ofsted's website and should be read in conjunction with this report which covers the educational registration of the school.

Information about the school

Chartwell House School provides residential care and education for up to nine boys aged from 10 to 17 years old. The school is set in its own large grounds in a country village. The accommodation provides for education and leisure in a family setting. It was established in April 1987 and is part of a group of three schools, all run along similar lines. Pupils are referred through social services or local authorities. The school specialises in offering placements to boys with statements of special educational needs for emotional, behavioural or social difficulties. Currently four pupils attend, all of whom are looked after by a local authority. The school was last inspected in January 2008. The aims of the school are 'To provide a return to purposeful learning and positive educational experiences via a structured environment offering consistent boundaries and well known expectations with access to the National Curriculum.'

Evaluation of the school

The school provides a good quality of education for its pupils. It meets its stated aims well and all regulations are met. The provision for pupils' personal and social growth is good and pupils are happy with the opportunities they are offered. There has been a good level of improvement since the previous inspection in putting into place all recommendations suggested. The quality of safeguarding is good. The welfare, health and safety of pupils are given suitably high priority and are good.

Quality of education

The curriculum is of good quality and is well matched to pupils' needs. As a result, they make good progress, both in their learning and also in their personal development. They achieve the standards expected of them and, on occasion, they exceed them. Pupils have good attitudes to school, show a great willingness to

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

participate in activities and are eager to learn. Extra-curricular activities are wide ranging and include residential visits and trips abroad, both for education and leisure. Pupils talk with enthusiasm and excitement about learning to swim, ride horses, sail dinghies and become members of clubs and activities such as football and Scouts. These all enable pupils to learn to work together and to develop pride in their own achievements. The full range of activities, during the school day and outside it, makes a very positive contribution to pupils' personal, social and health education.

The effectiveness of teaching and assessment in meeting the full range of pupils' needs is good. One pupil said, 'I often moan about my work, but I enjoy it all really!' Marking of work is regular and encouraging. It enables pupils to know what they have done well and to understand what they need to do better. Assessment is good. Pupils are also involved in assessing how well they think they have done with their work. This enables pupils to see the progress they have made and which areas they need to work on next. Assessment is also undertaken of pupils' behaviour, linked to their individual education plans. This is of good quality, but does not set simple easily measurable targets for pupils and staff to monitor the progress each pupil makes.

Pupils are provided with the means to have a good start in life and to work to achieve their full potential. They develop key skills of study and learning to research information. There is a suitably strong emphasis on developing literacy, numeracy and technological skills. Pupils make good progress in developing their skills in information and communication technology (ICT), they use computers to carry out research in to aspects of history, including the Second World War and to display written work effectively. Careers advice and guidance is good. Pupils are given opportunities to talk about the impressions made by using correct speech or tidy dress. They are well prepared for the next stage in their life. In the years since the previous inspection, all pupils who have completed their schooling have left either to employment or to further education.

Spiritual, moral, social and cultural development of pupils

The provision for pupils' spiritual, moral, social and cultural development is good. Pupils enjoy school and this is demonstrated by their excellent attendance and good punctuality. They develop a well-deserved sense of pride in their work and have a good attitude to their learning. Their self-esteem is effectively enhanced by the high quality of work, including art and design, on display in the classroom. The behaviour of pupils is good. Pupils join in and take responsibility. They appreciate the opportunity for a boys' meeting if there is anything they feel is important that they want to discuss.

Pupils make a positive contribution and are keen to look after the environment from helping to refurbish the pond to helping with the renovation of the local church. Moral and social development is effectively supported. All pupils take part in a rota of chores, such as washing up or helping to prepare dinner. This is accompanied with good hearted banter and general helpfulness and develops team working skills effectively.

Spiritual development is good and time is allowed for pupils to reflect on the world around them. They watch the pond life with fascination. Pupils comment with awe on the similarity with sparks produced, when burnishing metal, to the shapes made by lightening. Cultural development is good. Pupils learn about the attitudes, values and traditions of diverse cultures and about British institutions. There are good opportunities for pupils to participate in literature, drama, art and craft and other cultural events. Currently the opportunity to take part in making music outside the school day is more limited.

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils are good. The child protection policy is thorough and procedures are good. All required checks have been made on staff. A suitable disability and discrimination action plan is in place.

Pupils enjoy healthy lifestyles. They take regular exercise, according to their personal preferences. The wide range of activities includes karate, football and cycling. Pupils have a good understanding of risks including the dangers of smoking and alcohol or drug misuse. They learn to recognise when they are getting into a stressful situation and are developing strategies to deal with this effectively.

Pupils follow safe practices and apply what they have been taught to new situations. They act responsibly in high risk situations. For example, they clearly indicate when they are going to use a welder to ensure that others in the workroom do not look towards the light. They feel safe from bullying and intimidation and say they know what to do and who they can approach if they have a problem. They feel confident that any concern will be swiftly resolved.

Suitability of staff, supply staff and proprietors

The checks completed on staff and proprietors, including criminal record checks, to ensure they meet requirements to work with pupils, are thorough and recorded efficiently. The single central register fully meets requirements.

Premises and accommodation at the school

The premises are conducive to effective learning. The classroom is suitably spacious and equipped well. Rooms are kept in good repair. Safe practices and regular checks ensure that all areas are safe. The woodwork and metal workshops are kept in a tidy and clean state with no clutter. Tools are stored safely and securely. The site is well maintained and attractive. It fully meets requirements for education, care and leisure. Displays in the teaching area celebrate pupils' achievements. Work is displayed attractively and this has a positive impact on pupils' self-esteem and developing confidence.

Provision of information

The provision of information to parents, carers and others is of good quality and fully meets regulations. It is relevant, accurate and up-to-date. There is suitable information for parents and carers about each pupil's progress.

Manner in which complaints are to be handled

The procedures for dealing with complaints fully meet requirements.

Effectiveness of the boarding provision

The care provision was judged to be good and all the national minimum standards were met. A full report on the care provision is available on Ofsted's website and should be viewed in conjunction with this report.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

Please see the report on Ofsted's website relating to the care provision in the children's home which should be read in conjunction with this report.

What the school could do to improve further

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

- further involve pupils in assessing their own progress against their specific behavioural targets
- provide opportunities for pupils to take part in music-making activities in their free time, should they wish to do so.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

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

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

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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The quality of boarding provision

Effectiveness of boarding provision		✓		
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School details

School status	Special		
Type of school	Independent		
Date school opened	April 1987		
Age range of pupils	10–16		
Gender of pupils	Boys		
Number on roll (full-time pupils)	Boys: 4	Girls: 0	Total: 4
Number of boarders	Boys: 4	Girls: 0	Total: 4
Number of pupils with a statement of special educational needs	Boys: 4	Girls: 0	Total: 4
Number of pupils who are looked after	Boys: 4	Girls: 0	Total: 4
Annual fees (day pupils)	N/A		
Annual fees (boarders)	£137,800		
Address of school	N/A		
Telephone number	01945 870793		
Email address	chartwellgroup@btconnect.com		
Headteacher	Mrs D A Wright		
Proprietor	Mr C E Wright		