

Chartfield School

45 Minster Road, Westgate-on-Sea, Kent, CT8 8DA

Inspection dates 19–21 March 2014

Overall effectiveness	Good	2
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Good	2
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Outstanding	1
Leadership and management	Good	2

This school is good because

- Pupils make good progress in all their subjects, including in reading, writing and mathematics, and also in their personal development.
- Teachers have a good understanding of what pupils know and can do. Staff implement the planned curriculum well to enable them to achieve well.
- Pupils behave well. They are courteous, kind, and eager to learn. This creates a homely and purposeful atmosphere throughout the school.
- The school makes outstanding provision for the welfare, health and safety of pupils, who thrive in its caring and nurturing environment.
- The school is led well by the headteacher. Leaders and staff have shared aims and objectives, and they work collaboratively to achieve these.

It is not yet outstanding because

- Although leaders have an accurate overview of the school and recognise its strengths, the systems used to address areas for development are not strong enough and the impact of improvements is not routinely evaluated.
- Marking of pupils' work does not always provide them with clear indications of what they need to do to improve.
- Teaching is not consistently good and pupils do not experience enough outstanding teaching.
- The monitoring of teaching is not sufficiently rigorous to ensure rapid improvement in outcomes for pupils. The findings of monitoring are not always conveyed to teachers in a manner that enables pupils to make the best possible achievements.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- This inspection was carried out with a day's notice. The inspector observed 10 lessons taught by all the school's teachers. One lesson was jointly observed with the school's headteacher.
- The inspector looked at pupils' work and held meetings with the headteacher, the proprietor, staff members and pupils.
- The inspector looked at documentation including policy statements, schemes of work, teachers' planning and records of students' progress and of staff training.
- The inspector spoke to the parents and carers of eight pupils and considered the response of 10 who had completed Ofsted's Parent View online questionnaire. Four questionnaire responses from staff were also taken into account.

Inspection team

John Gush, Lead inspector

Additional Inspector

Full report

Information about this 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.
- The school is registered for up to 65 pupils aged from three to 11 years. There are currently 40 pupils on roll, aged from three to 11 years, taught in three mixed-age classes. Nine pupils attend part time. There are no pupils with statements of special educational needs.
- The school does not make use of alternative provision elsewhere.
- The school was last inspected in March 2011.
- 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'.

What does the school need to do to improve further?

- Improve the quality of teaching, in order to enhance pupils' progress, by:
 - ensuring the marking of pupils' work provides them with clear indications of what they must do to improve
 - making sure that all pupils are suitably challenged by the content of all their lessons and that pupils always know what they must do to progress.
- Improve leadership and management, so that teaching leads to better outcomes for pupils, by:
 - making improvements to the existing systems used to monitor the quality of teaching and learning by providing more systematic feedback to teachers
 - sharpening development planning through the use of specific measurable criteria
 - developing systems to ensure that all improvements are regularly evaluated.

Inspection judgements

Pupils' achievement

Good

Pupils' achievement is good because of good teaching. Pupils are motivated and eager to learn. They say they enjoy the challenge of difficult work and all the parents and carers consulted believe their child makes good progress.

When they start, children's skills and abilities vary but are in line with age-related expectations. Those in the Kindergarten (the Early Years Foundation Stage) make good progress in all areas of learning. They achieve or are actively working towards a good level of development. They enjoy the interesting and stimulating activities provided for them, both within the classroom and outside. Individual records of learning, which include children's pictures, photographs of their activities and observational notes, reflect the good progress children have made since they started at the school.

In the Transition class (Key Stage 1), almost all pupils continue to make consistently good progress in their reading, spelling, English and mathematics. Some make even better progress in some aspects of their learning, including in literacy and numeracy. In the combined Forms 1 and 2, (Key Stage 2) teaching in English, mathematics and science enables pupils to do well so that by Year 6, the level of knowledge, understanding and skills of most pupils exceeds levels found nationally. Some pupils join the school during Key Stage 2 either because they have moved to the area or because their parents and carers were seeking a different approach for their education. They settle quickly and many make very rapid progress. One parent commented that the progress their child made 'turned her life around'.

Pupils are enthusiastic about their learning and respond well to the high expectations of their teachers. They listen carefully, are eager to develop their knowledge and understanding and enjoy using information and communication technology (ICT) to carry out research and find out more. Homework is consistently set and carried out. This not only helps pupils to extend their progress but also provides parents and carers with opportunities to be involved with their children's learning, which they say they appreciate. Pupils' abilities in numeracy are effectively enhanced by regular mental mathematics exercises where they are helped to learn and practise a range of thoughtful strategies to solve the problems set, and also by using an online mathematics programme. This motivates them strongly, provides highly personalised tasks and gives opportunities to continue their good learning at home.

Pupils flourish in the calm, happy and nurturing environment which is positively boosting their self-esteem and self-confidence. This is effectively enhanced by regular physical education as well as yoga and dance lessons throughout the year. These activities have a good impact on pupils' fitness and on their poise and balance.

Pupils' behaviour and personal development

Good

Pupils' behaviour and personal development are good. Pupils say they do not experience any bullying at Chartfield, and responses from parents, carers and staff support this view. Pupils are calm and orderly in school. During playtimes, pupils of all ages play cooperatively with one another and relationships are evidently good. There are very few occasions in lessons when pupils need to be reminded to behave well, but usually pupils are diligent and attentive in lessons. Attendance and punctuality are good. The personal development of pupils is also good. Pupils show a strong sense of moral responsibility and are kind and encouraging to one another. Staff show respect and fondness for pupils, and rapport between adults and pupils is good. This produces a harmonious and happy environment, with friendly chatter evident at break and lunch times.

Provision for pupils' spiritual, moral, social and cultural development is good, and permeates the

curriculum. Assemblies and class discussions give good opportunities for pupils to reflect on events both in school and in the world at large. For example, an assembly led by members of the school council gave an engaging explanation of the importance of supporting less privileged food producers by using Fair Trade goods. Pupils learn about different religions through class work and events linked to people they know. Consequently, they develop tolerance and understanding to respect those of different beliefs from their own. Pupils rise well to the 'family' ethos of the school and have a clear sense of right and wrong. The school makes a strong contribution to its local community. Pupils help to keep the local park tidy and they invite the school's neighbours to fund-raising events such as a bake-sale for McMillan Cancer Care. Lessons and events provide opportunities for all pupils to learn about their local and wider communities. Some pupils are learning about India and researching methods of making internet links with pupils there. These activities broaden pupils' understanding of life in other countries. Their understanding of how people from different cultural backgrounds live in harmony within Britain is developing well in particular due to visits to the school from pupils' parents, carers and relatives with different cultural traditions such as from the Sikh, Hindu and Jewish faiths. The school ensures that issues are presented to pupils in a well-informed and balanced manner.

Quality of teaching

Good

The quality of teaching is good. It enables pupils to make good progress. Teachers know the pupils very well and create a positive climate for learning where pupils are happy and content in their learning. Teachers have high expectations for all pupils and consistently enable them to develop their knowledge, understanding and skills in all subjects. Pupils almost always receive the attention they need and this supports their progress well.

Teachers bring their expertise and enthusiasm for their subject to the classroom. In English, for example, the teaching probes and extends pupils' thinking about their world very well and the way it is represented in literature, resulting in impressive stories and descriptive writing. In design and technology, pupils are challenged to find new and innovative ways to use available materials and processes to complete their tasks. These approaches lead to pupils being eager to do well. Ongoing classroom assessment, frequent pupil-teacher discussions, and regular testing provide a good overview so teachers know how well each pupil is doing. However, in a very few lessons there is insufficient challenge for each pupil and some are not sure what they need to do to progress. As a result, not all pupils achieve as much as they are capable of.

Nevertheless, almost all lessons take account of pupils' individual needs and this leads to success in learning. This approach suits the small number of pupils who have special educational needs very well, and results in them also making good progress. Some pupils have parents and carers who usually speak a language other than English at home. They also receive the attention they need to boost their confidence with their own English language skills and enable them to make good progress. The quality of work found in pupils' books is good, with examples of exceptional work. Strong emphasis is placed on handwriting skills and the quality of writing is good throughout the school. Pupils' written work reflects their high levels of interest in their topics. Pupils' progress in mathematics and science is good because teachers almost always make good use of their subject knowledge and give clear explanation of concepts and techniques.

In the Kindergarten, children's development is encouraged and it is promoted effectively. Children use a good range of indoor and outdoor learning areas and enjoy the wide variety of stimulating and interesting activities on offer. Teachers of these young pupils are skilled at delivering challenging learning opportunities in a relaxed and encouraging manner, which helps pupils fulfil their potential. During one session a detailed discussion took place when one child was 'preparing a pirate tea'. Effective questioning and the use of description helped to develop the child's understanding of the language used at mealtimes.

Pupils' work is marked frequently. Detailed verbal feedback is usually given to pupils on what is

good and what might be improved. In some subjects and classes, marking gives helpful feedback to pupils, but this is not the case throughout the school. A few pupils do not consistently receive written comments that highlight their progress and clarify what is needed for further improvement.

Quality of curriculum

Good

The curriculum is good. It is implemented in a way that enables pupils to make good progress. The good range of subjects covers the required areas of learning and allows pupils to achieve well in many aspects, including their mathematics and literacy work. A suitable mix of school and published schemes provide a framework for the curriculum that is flexible and supports learning and progress well. Planning documents demonstrate clearly defined progression for pupils to follow. Teachers in the Kindergarten deliver an interesting programme of activities that present a good balance of child-initiated and adult-led learning delivered both inside and outdoors. Throughout the school strong cross-curricular links enliven lessons so the overwhelming majority of pupils enjoy school and say they thoroughly enjoy their learning. Visitors, events, outings and performances in assembly provide additional experiences that build on pupils' topics and classroom learning, and add interest to school life.

There are ample opportunities for pupils to develop their personal, social and emotional health and well-being both in discrete lessons and also in other subjects. For example, in a personal, social and health education (PHSE) lesson pupils talked about the range of emotions they can experience and the choices they are able to make in connection with them, and in an English lesson they read about and considered the ways a teenager's life can be affected by family separation. These experiences help to prepare them for the challenges and opportunities of growing up and to understand issues that can affect them and those around them. The broad range of subjects covered in classes is enhanced by many extra-curricular activities. Recent examples include joining with other schools locally for a science challenge and a modern foreign language day. In addition, pupils enjoyed pancake races in the local town and took part in 'skip to be fit' with pupils from other schools. Collaborative work with the Turner Gallery provided opportunities for excellent artwork in the school and pupils enjoy visits to the many local museums and exhibitions in the vicinity.

Pupils' welfare, health and safety

Outstanding

Provision for pupils' welfare, health and safety is outstanding. All regulatory requirements are met and all welfare requirements for the Early Years Foundation Stage are also met. Safeguarding arrangements are given the highest priority and all staff have completed relevant child protection training. This includes suitable training, at the appropriate higher level, for the designated safeguarding officer. Rigorous recruitment checks ensure the safety and suitability of all staff and others who come into contact with children. The single central register contains all of the required employment information. Comprehensive health and safety policies, including the anti-bullying policy, are detailed and all guidance is implemented effectively. Written procedures clearly demonstrate the school's strong commitment towards keeping pupils safe and secure. Risk assessments, including those for visits outside school, are thorough. Admission and attendance registers are properly maintained.

Staff are highly committed towards ensuring the welfare of each pupil. This ensures that the life of the school is conducted in a nurturing and supportive manner. Pupils say that they feel safe in school and that they would know what to do if they experienced any bullying. This is the result of the priority the school gives to raising awareness of bullying. This includes pupils learning about the dangers associated with the bullying that can take place on social network sites and through the inappropriate use of text messages.

Parents and carers praise the care shown to pupils. Many parents and carers expressed their gratitude for the way in which staff really care about their children and provide a very safe and nurturing environment for them. Pupils also confirmed to the inspector how much they enjoy school and feel safe.

Leadership and management

Good

The leadership and management of Chartfield School are good. The headteacher has a full teaching commitment at the school. She leads from within the teaching team and the priority she puts on the overall well-being of pupils and the value of an 'all-round' education is shared and respected by all her colleagues. Due to her leadership the quality of education has improved since the last inspection.

Teaching is managed well. The headteacher and staff make good use of classroom assessment, testing, and termly reports to measure progress and assess pupils' needs. Regular monitoring of lessons is done on an informal basis, and this provides the headteacher with an accurate picture of teaching. However, this does not always result in systematic feedback to teachers about potential improvements and this limits the further improvement of teaching within the school.

The headteacher makes accurate evaluation of the quality of the school's provision. She has used this information to implement improvements successfully, such as improving systems used to track pupils' achievement. However, the system of development planning is informal, and relies too heavily on discussion between colleagues. This makes it difficult to measure the success and impact of changes implemented and to ensure that they are continued and developed.

The proprietor has ensured that accommodation is suitable and meets regulations. The procedure for handling complaints also meets requirements. Parents and carers receive all the required information about the school. Information is provided effectively so that parents and carers feel very well informed. The school website provides a good range of information together with regular news, pictures and updates.

Parents and carers play a large part in school life, and are often invited to attend activities and assemblies. The Parents, Teachers and Friends Association provides useful channels of communication and also welcomes new parents and carers to the school. One parent summed up the way parents and carers feel about the school when she said that she 'can't praise them enough'.

The proprietor has ensured that all regulations for independent schools are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of education has serious weaknesses.

School details

Unique reference number	118977
Inspection number	440227
DfE registration number	886/6035

This inspection was carried out 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.

Type of school	Primary school
School status	Independent school
Age range of pupils	3 to 11 years
Gender of pupils	Mixed
Number of pupils on the school roll	40
Number of part time pupils	9
Proprietor	Mrs Mary Neale
Chair	N/A
Headteacher	Miss Louise Shipley
Date of previous school inspection	9–10 March 2011
Annual fees (day pupils)	£2,970 to £3,300
Telephone number	01843 831716
Email address	office@chartfieldschool.org.uk

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