

Chartwell House School

Goodens Lane, Newton, Wisbech, PE13 5HQ

Inspection dates	24–26 September 2014	
Overall effectiveness	Good	2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings

This is a good school

- Good attitudes to learning and excellent attendance help to ensure that students make good progress.
- Good teaching is linked to detailed planning which generally takes good account of students' interests and individual needs. Intensive one-to-one support helps students to make up the ground which has been lost, in English and mathematics, due to previously disrupted schooling.
- The leadership team has recently extended the range of GCSE and vocational courses that students can study. Leaders work hard to ensure students have the confidence to complete courses of study and achieve well.
- Students' behaviour is good because of the high expectations of staff and the strength of relationships they build with students. Students feel very safe, trust staff and have a good understanding of how to keep themselves safe.
- The proprietors are highly supportive of the school. They ensure teachers have the training and resources they need to further improve teaching and learning and students' progress. They listen carefully to students' views. Along with the headteacher, they check carefully on how well students are doing and take swift action if any are falling behind.

It is not yet an outstanding school because

- Marking and homework are not yet used effectively to help students to be more independent in their learning and to accelerate their progress further.
- Although students' progress is assessed regularly, teachers do not always take account of this when setting tasks for students. Occasionally the more able have work that is too easy and this slows their progress.

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

- The school was given one day's notice of inspection.
- The inspector observed eight lessons and scrutinised students' work with school leaders.
- Meetings took place with the proprietor, the headteacher and a social worker. Discussions also took place with other staff members and with students.
- There were insufficient responses to the online questionnaire Parent View for these to be reported on. However the inspector examined responses from placing authorities and students in the on-line point in time surveys, as well as parental responses at their children's reviews. She also took account of four questionnaires completed by staff.
- A range of documents related to the school's work were scrutinised. These included evidence of students' progress, attendance registers, policies and records relating to students' behaviour and procedures for keeping students safe. Additional documents relating to the schools' curriculum, such as teachers' planning and schemes of work for subjects and courses, were also considered.
- A welfare inspection of the linked children's home took place at the same time as this education inspection. This is the subject of a separate report.

Inspection team

Susan Lewis, Lead inspector

Additional Inspector

Full report

Information about this school

- Chartwell House School is located in a rural village in North Cambridgeshire and provides education for boys who have behavioural, emotional and social difficulties (BESD). In addition to these difficulties, students often have other needs such as Attention Deficit and Hyperactive Disorder (ADHD) and speech, language and communication difficulties.
- Since its last inspection, in March 2011, the school has extended its age range. It now offers places for up to seven boys aged from 10 to 18 years. The school has not yet admitted any students aged 16 years or over and had no students in Key Stage 2 at the time of this inspection.
- Students can enter the school in Year 6 or at any point during their secondary education. Usually they stay for several years, although some students have only recently joined the school.
- At the time of this inspection six students, aged 11 to 14 years, were on the roll of the school. Four are resident in the linked children's home and two are day students. All but one student is in the care of the local authority.
- The school's accommodation comprises two large linked classrooms, adjoining the children's home, as well as a workshop and a 'cabin' in which students are taught arts and crafts, food technology and music. It has large grounds and also uses local facilities such as the leisure centre for physical education and sports. The school makes use of alternative provision at the College of West Anglia to extend the range of courses that it has on offer.
- The school staff comprises of the headteacher and three teaching assistants. Part-time teachers and teaching assistants or residential care workers also support the delivery of vocational courses such as construction, metalwork and physical education.
- The school was established in 1987 and is part of the Chartwell Group which specialises in providing education and care for students who have statements of special educational needs (BESD), many of whom are in the care of the local authority. The Chartwell group also owns a further school and children's home. The two schools share some specialist teachers for subjects such as design and technology.

What does the school need to do to improve further?

- Improve teaching and accelerate progress further by ensuring that:
 - information that is held about students' current abilities is used to shape their learning programmes so that the more able do not spend too much time repeating work that they can do easily
 - homework is used more regularly to support students' learning
 - teachers use marking and assessment more accurately to help students to understand how well they are doing and how to improve their work further.

Inspection judgements

Achievement of pupils

Good

- Students enter the school with low and sometimes very low attainment compared with others of their age. This is usually because of their learning difficulties, disrupted education or very poor previous attendance. Students in Key Stage 3 make good progress so that the gap between them and others is narrowing in English, mathematics and science.
- Almost all students make good and sometimes better progress in reading because of the good quality one-to-one attention they receive. One student who was a non-reader on entry to the school said, 'I can read anything now and that helps me with my other work too. I never thought I would do that.' Occasionally however, information gained through assessment is not used effectively to identify which specific aspects of reading or writing students need to work on and their progress slows because of this.
- Students make good progress in science, in information technology and in vocational courses, such as construction and horticulture, because they enjoy these subjects and try hard to master the practical skills that their teachers demonstrate. Students demonstrated good research skills when using the internet to find out about their chosen topics and read back accurately what they had found. They also showed remarkable patience and skill as they constructed a wooden model boat and started to dig out a sensory garden. They explained carefully how they constructed a garden pond, demonstrating a real commitment to the environment and pride in what they had accomplished.
- Students are making good progress towards their entry level awards, which are being taken early during Key Stages 3 and 4 as a stepping stone to GCSE awards or their equivalent. These awards have been broadened more recently to include courses in subjects such as a Level 1 course in Uniform Studies, (the study of the work of different organisations which wear uniforms including the armed services). Such courses engage students well and are carefully chosen to help support and clarify their career choices. Work experience is similarly used well to support students' work readiness and involvement in the local community.
- The school promotes students' personal, spiritual, moral, social and cultural development very well. Students are provided with an excellent range of supportive enrichment experiences through visits to Buddhist temples, wild life sanctuaries, theatres and much more. Other students cultivate allotments and plan mini enterprise activities with their teachers. All of this helps students gain confidence in applying their mathematical and communication skills.
- Those who have additional learning needs such as ADHD and speech and language difficulties achieve well because of the ways in which staff help them to express their ideas or remain on task. They gain confidence because staff are quick to point out how well they are doing and what they need to do next. Although more able students achieve well in more practical subjects and in their personal development, sometimes they are given work that is too easy in mathematics and English and this means that they do not make as much progress as they could.

Quality of teaching

Good

- Good teaching over time promotes good learning because the staff have good subject knowledge and understand how each student learns best. This means that the learning is

generally well tailored to the interests and the needs of students.

- High staffing levels help students to keep focused and mean that each student can work on tasks designed specifically for them. Positive verbal feedback keeps students in touch with how well they are doing and what they might try to achieve next.
- Teachers plan carefully how they are going to engage students' interest. Themes in art and music carefully link into written work and discussions, for example about aboriginal art or the sort of music that might be appropriate to play during a coffee morning. New resources such as textbooks and laptops excite students' interest and encourage them to apply their reading and writing skills in a range of subjects. Good planned opportunities in food technology and in construction work encourage students to apply their mathematical and reading skills further.
- When students are taught in groups these are skilfully managed so that students all have the opportunity to participate. Questioning is used well by staff to probe students' understanding. Teachers are particularly skilled at helping students to express their ideas and to adapt their language so that it is more accurate and socially acceptable.
- Generally tasks are very well designed for students and take account of their previous learning. However sometimes students, particularly the more able, spend too much time going over work they can easily do and this means they have less time to spend on more challenging tasks.
- Teachers give constant encouragement and praise to students and have excellent relationships with them. However, written feedback does not always tell students how well they have done, or what the next steps in learning might be.
- Assessment is used well to monitor students' progress during their courses and to compare their attainment with others. In addition standardised reading, spelling tests and mathematics profiles are carried out at least yearly to check on students' progress. However the results gained from these assessments are not always analysed to identify which specific skills the student needs to strengthen.
- Teaching staff are very well supported by residential staff in managing students' attendance and in delivering some practical courses, such as horticulture and construction. However, homework is rarely given and this means students do not all have well-developed skills and sufficient practice in research and completing work by themselves.

Behaviour and safety of pupils

Good

- Students' behaviour is good. It improves considerably as they settle into the school because of good behaviour management by teaching staff and the ways in which residential staff and teaching staff work together to ensure consistency of approach. Incidents of poor behaviour in school are rare.
- Students' attitudes to learning are transformed during their time at the school so that they engage happily and willingly in their lessons and courses. They are punctual and most achieve 100 per cent attendance. Students say that they feel valued and supported. They know their teachers believe in them and this inspires them to try to achieve their best.
- Work is presented neatly and shared with pride. A good volume of work is produced and is

testament to how well almost all students settle down to work.

- Good support is in place for students' spiritual moral social and cultural development and for their understanding of life in modern Britain. Students raise money for charities and are quick to make suggestions as to what else they could do. They study an excellent range of different cultures exploring their art, religion and customs. Community work such as that at a local church helps them to gain and practise social skills. Students develop a keen sense of fairness, respect for others and an increasing tolerance for difference.
- The school's work to keep students safe is good. All welfare, health and safety requirements are met. Students have a good understanding of different forms of bullying and of how to keep themselves safe. Students say bullying is rare and have absolute confidence that if it did happen staff would sort things out fairly. The school's behaviour and anti-bullying policies are effective and give good guidance to staff. Students fully understand and value the rewards and sanctions procedures.
- The proprietors commissioned a detailed health and safety audit and have followed recommendations meticulously. Students' safety and wellbeing is at the heart of everything the school does. All the required measures are in place to check on the suitability of staff and to safeguard students. Risk assessments are thorough and students are helped to consider risks themselves. A good number of staff have first aid training and students have ready access to support for their emotional well-being.

Leadership and management

Good

- Leaders are hugely ambitious for the students at the school. They have created an environment in which students improve their behaviour and are willing to engage with education once more. This sets students up very well for the future.
- The proprietors and senior leaders have ensured that the school is well resourced and that it meets all of the independent school regulations. At the time of the previous inspection there were no day students at the school and those who were ill went to their bedrooms in the home. Arrangements are well-advanced for the completion of a medical room to care for any day students who become ill during the school day. Appropriate arrangements are in place should they feel unwell whilst this is being built. The school buildings are well maintained and resourced. Recent purchases of laptop computers are already engaging students in reading and writing more and helping to meet their particular needs even more effectively.
- The headteacher knows the strengths and areas of development of the school well. She has already identified how the needs of any sixth form students will be met should they enter the school, establishing contacts with colleges and widening the courses the school itself offers. Along with the proprietors she has ensured that staff are held to account effectively and have the training they need. This all ensures that staff are confident in delivering the subjects they teach and in managing the needs of students so that teaching improves further.
- The leadership team makes sure that parents, placing authorities and students have access to all the information they should have and works very effectively with families, social care agencies and health professionals to secure students' health and well being. There are good systems in place to ensure consistency between the home and school although homework could be used more to further prepare students for their next steps in college and to accelerate progress further.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate
<p>Detailed grade characteristics can be viewed in the <i>Non-association independent school inspection handbook</i> which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.</p>	

School details

Unique reference number	110931
Inspection number	450700
DfE registration number	873/6018

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	Independent special school (BESD)
School status	Independent school
Age range of pupils	10–18
Gender of pupils	Boys
Number of pupils on the school roll	6
Number of part time pupils	0
Proprietor	The Chartwell Group
Chair	Deborah Wright
Headteacher	Sharon Ramp
Date of previous school inspection	29 March 2011
Annual fees (day pupils)	£57,000
Telephone number	01945 870793
Email address	chartwellgroup@btconnect.com

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