

# Chailey Heritage School

Haywards Heath Road, North Chailey, BN8 4EF

**Inspection dates** 21–22 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1
Sixth form provision		Outstanding	1

## This is an outstanding school.

- Leadership and management of this school are outstanding. They have worked relentlessly to ensure that teaching has improved and that pupils make as much progress as possible.
- Pupils' attitudes to learning are always very positive. The effort they put in to communicating with teachers and with fellow pupils, shows that they want to learn more.
- School leaders and governors have done everything they can to make sure that pupils are as safe as possible. Excellent training means that staff are very well placed to identify students who might be at risk of harm. By exercising great care and attention to pupils' dignity, staff ensure that all moving and handling routines are carried out with respect and efficiency.
- Teaching is typically outstanding at this school. It has improved over time. Teachers organise all the available resources so that each pupil has the best chance of learning well in every lesson.
- From their very low starting points, pupils make outstanding progress. More able pupils do so well that they achieve Entry Level qualifications.
- Governance is highly effective. Because they regularly visit the school with a particular focus on each occasion, they have a precise understanding of how well everyone is achieving.
- Provision in the sixth form is outstanding in every respect. Students make good choices about their learning and are extremely well prepared for the next steps of their learning and lives.
- Children in the Early Years Foundation Stage get the best possible start to school, because leadership, management and teaching is so well-organised.

## Information about this inspection

- Inspectors visited classrooms on twelve occasions to observe the quality of teaching. On three occasions, they were accompanied by the headteacher. They looked at files which show how much progress pupils are making and reviewed teachers' planning.
- Inspectors observed pupils at lunch time and break time and during an assembly.
- Meetings were held with pupils, with parents and with members of staff to gain their views. Inspectors met members of the governing body, therapists, nurses and administrative staff to evaluate their work at the school.
- Inspectors listened to pupils read and practise their communication skills. One inspector observed pupils taking part in a riding lesson in the school grounds.
- Important documents were scrutinised, including information on how school leaders and managers review everyone's work. Policies relating to safeguarding, behaviour and teaching and learning were analysed.
- A telephone conversation was held with a local authority representative and reports compiled by the school's improvement partner were taken into account.
- Inspectors noted the views of the twenty three responses to the on-line Parent View survey, as well as the 46 members of staff who returned their questionnaires.

## Inspection team

Bob Pugh, Lead inspector

Additional Inspector

Sue Cox

Additional Inspector

## Full report

### Information about this school

- Chailey Heritage School is a non-maintained school for pupils with complex physical difficulties and associated health needs. Most have severe or profound learning difficulties, a very few have moderate learning difficulties.
- Just over half of all pupils attend on a daily basis. The rest are resident in the Children's Home which is within the school grounds and is inspected separately. All of the children in the Early Years Foundation Stage are day pupils and they attend full-time.
- Pupils come to this school from many different local authorities. Some have homes which are some distance away from the school.
- The number of pupils who receive the pupil premium is lower than the national average. This is, additional funding made available to support disadvantaged pupils who are eligible for free school meals or are looked after by the local authority.
- Nurses and therapists work alongside teachers and their assistants every day.
- Almost all pupils are of White British heritage. All have English as the first language at home.
- The school is set on a large site. There are facilities for specialist health care and therapeutic support. Many pupils are able to make use of the tracking system which provides them with self-supported movement around the buildings. The school has a hydrotherapy pool and a stable and paddock where pupils can ride horses.

### What does the school need to do to improve further?

- Improve leadership and management and the quality of teaching even further, by:
  - ensuring that leaders at all levels, including heads of department, consistently use an agreed format for monitoring the quality of teaching in all key stages;
  - providing more time for department heads to offer feedback to teachers in their teams on strengths and weaknesses, following their monitoring visits.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher is unceasing in his efforts to improve the school even further. He enjoys strong support from his senior colleagues. They use the precise information gained from regular visits to classrooms to develop an excellent understanding of the quality of teaching and the rates at which pupils make progress.
- Middle leaders, such as department heads, play a vital role in planning all the learning activities which are extremely well-matched to pupils' needs. This includes providing opportunities for pupils to learn about the similarities and differences in a range of lifestyles and faiths, which helps pupils prepare as well as possible for life in modern Britain.
- Opportunities to observe teachers in their departments are not yet planned systematically to include an agreed format for monitoring teaching. There is not enough time for follow-up discussions. However, there are not yet enough opportunities for them to observe the teachers in their departments systematically.
- School leaders organise regular training which provides staff with the skills they need for keeping pupils safe, for identifying those who might be at risk and how they should respond in different situations.
- Teachers are very positive about all the training programmes which school leaders have organised to help them improve their practice. They welcome the rigour of the well-organised performance management programmes which have a sharp focus on helping pupils to achieve even more.
- School leaders ensure that parents have many opportunities to have their say about how well their children are doing. Every parent is invited to set an aspirational target for their child, which they can work on with the close support of teachers and their assistants. One parent told an inspector that her child's life had been 'transformed' since joining the school and he has made 'amazing' progress.
- Pupils' spiritual, moral, social and cultural development is very well promoted. Pupils spoke with pleasure about their performances in a Shakespeare play on a large stage, alongside pupils from another school.
- School leaders respond well to the advice and challenges of a consultant who visits each term to assist them with monitoring the quality of teaching and pupils' achievements. Local authorities provide suitable support and challenge when evaluating the progress of the pupils they place at the school.
- **The governance of the school:**
  - Governors are extremely effective. Because they have received excellent training, for example in interpreting the data on pupils' achievements, they are able to hold school leaders to account when they visit the school. They make sure that every pupil has equal access to all resources.
  - Governors have ensured that the school is financially viable and that additional resources are used to provide targeted support for disadvantaged pupils. Their close monitoring shows them that these pupils are able to make better progress and participate in a wider range of activities because funding is so well used.
  - Governors have a very clear understanding of how pupils are taught about having a role in modern Britain.
  - Through rigorous performance management of the headteacher, governors ensure that he is challenged and supported effectively. They have addressed the need to reward high quality teaching by means of promotion and salary increases, and they have tackled staff underperformance where it has been noted.
  - They meet all their statutory duties including making sure that systems to safeguard pupils are as effective as possible.

### The behaviour and safety of pupils are outstanding

#### Behaviour

- The behaviour of pupils is outstanding. They are extremely considerate of one another's needs and are courteous and tolerant at all times. Their outstanding behaviour helps them to learn really well and to make excellent progress over time.
- Pupils show their enjoyment of school by attending regularly. Their high attendance rates are a major achievement, given the very complex medical problems which many face. There are excellent procedures for checking on pupils who are absent.
- In every area of the school, relationships between adults and pupils are deeply respectful. At snack time, one pupil reminded her friend to sign 'thank you' having passed around the milk to make a drink.
- Pupils are extremely positive in lessons. They watch each other and listen well, taking a real interest in the achievements of their classmates. One pupil showed his love of learning by signing 'more', vigorously, when

his teacher sang a song about Diwali.

- The school maintains records of bullying but there are no reported incidents in the recent past. Pupils are taught about the potential dangers of the internet. There are posters on display reminding them how to stay safe on-line.

### Safety

- The school's work to keep pupils safe and secure is outstanding. Staff are very familiar with its policy for safeguarding. Comprehensive training programmes in handling techniques and safeguarding procedures ensure that all staff are well-informed and kept up to date.
- Pupils who can do so, say that they feel very safe at school. They told an inspector that they know who to turn to for help, when they need it. All the evidence from the inspection supports the views of parents and staff that pupils are well looked after and kept safe at school.
- One pupil was delighted to show others in her class that she had learned the sign for 'safe' in a literacy lesson. Her teachers encouraged her to help others to learn this sign.

### The quality of teaching

**is outstanding**

- Teachers have a very thorough knowledge of the learning needs of each of their pupils. They use a very wide range of resources to great effect to help pupils learn as much as possible. Cutting edge software and computer equipment are used to help pupils write then read their stories. Other pupils in the class are encouraged to listen and think about what they have heard in the story, which helps each one to develop as a confident communicator.
- Exceptionally precise planning of all learning activities means that very often a pupil's education, health and therapy needs can be met at the same time. Because therapists and nurses work so closely with teachers, pupils very often remain in classroom for the necessary health and therapy routines, which means that learning is rarely interrupted.
- An outstanding example of this was seen when a pupil's therapy routine was used to teach numbers and counting. The therapist counted as she patted the pupil's back, making sure that she remained alert to what was happening in the lesson.
- Parents contribute to teachers' effective planning by setting out an aspirational target for their child. School staff incorporate these into pupils' personal plans. Targets are regularly reviewed and adjustments made, where necessary.
- Teachers and their assistants take great care to record every step of progress made by pupils. The incisive comments they make are collected in files and are used by teachers to evaluate how much progress each one has made and to plan the next step for learning.
- Teachers make sure that everyone is busy in lessons. Everyone has an equal opportunity to participate. There is no discrimination of any kind. Teachers allow plenty of time for individual pupils to make a response or to communicate an idea, for example, in response to a request to use their voice in music. As this is going on, other pupils either watch or work on their own routines with an assistant. Because this is all so well planned, the pace of learning never drops.

### The achievement of pupils

**is outstanding**

- In each of the school's departments, starting with the Early Years Foundation Stage and ending in the sixth form, pupils make outstanding progress from their very low starting points.
- Because everyone works so well together to monitor achievements, there is a seamless transition between classes. Teachers pass on detailed records so that the excellent work started in one area of the school can be picked up and extended in the next.
- The most able do so well that they gain Entry Level passes or ASDAN (Award Scheme Development Attainment Network) accreditation for the good work they have completed.
- Pupils know about their targets for improvement. With help from therapists and assistants, they were able to tell an inspector about what they are working on now and what they would like to do next.
- Many pupils are extremely proud that they have learned to move their wheelchairs around the school independently. In their words they had 'learned to drive', using the tracks which are embedded in the floor.
- Pupils make progress which is at least as good as those who have similar needs in other schools. Very often it is better. The number of pupils who make good gains in literacy and numeracy, has increased in recent

years.

- There are no significant differences in rates of progress amongst groups. Disadvantaged pupils occasionally make very strong progress because of the additional support they receive, such as that aimed at helping them to improve communication and get out into the community more often.
- Very many pupils make great gains with swimming and water-based skills. This is because the additional funding made available for sport and physical education for younger pupils has been used to great effect, to extend the amount of time which pupils can have in the pool.

### **The early years provision**

**is outstanding**

- The very few children who are in the Early Years Foundation Stage get the best possible start to school because the quality of teaching is so good. They work in classes alongside slightly older pupils.
- This is greatly to their advantage, because their teachers are able to share information about their learning and progress with other teachers who will be involved with them later on.
- Leadership and management in the Early Years Foundation Stage are outstanding. All activities and resources are extremely well organised and precisely matched to the needs of children. Therapists help teachers do everything they can to make sure that time is very well used by carrying out necessary therapy routines in the classroom.
- Children present as being very happy in school, keen and eager to take part in each of the activities available in class and outside.
- Children make outstanding progress in this area of the school. All staff use the most effective means of communication exceptionally well when working with a child. As a result, they are able to note and record children's responses and build a picture of how well they are doing which can be shared with parents and colleagues.

### **The sixth form provision**

**is outstanding**

- Leadership and management in the sixth form are outstanding. It has improved since the last inspection.
- Students are encouraged to make individual choices from the wide range of activities which are available. For example, if they have a particular interest in music or in art, they are offered the chance to spend more time on that subject.
- One student was able to tell the inspector about his experiences as a disc jockey, which staff arranged for him when he told them that this was something he was particularly keen to try. The skills he has learned while working with a disc jockey in a nearby town are helping him to prepare a special Valentine's party next year, for other students.
- Sixth form teachers offer excellent support to students and their families, as they are considering next steps beyond school.
- A student was keen to talk about the art course she wants to follow, when she leaves school to attend college. Staff in the sixth form have provided her with lots of opportunities, help and encouragement to improve her art skills over time as well as sound advice about the future. Excellent guidance is available to students about personal development education including sex and relationships. Discussion of these matters is sensitively planned and organised for class groups and for individuals.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	114682
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	448152

The inspection of the school was carried out under Section 5 of the Education Act 2005

<b>Type of school</b>	Special
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	3–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	72
<b>Of which, number on roll in sixth form</b>	16
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Elizabeth Green
<b>Headteacher</b>	Simon Yates
<b>Date of previous school inspection</b>	29 September 2009
<b>Telephone number</b>	01825 724444
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<b>Email address</b>	schooloffice@chs.org.uk



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