

Hope View School

Station Approach, Chilham, Canterbury, Kent, CT4 8EG

Inspection dates 19–21 May 2015

Overall effectiveness	Inadequate	4
Leadership and management	Inadequate	4
Behaviour and safety of pupils	Inadequate	4
Quality of teaching	Requires improvement	3
Achievement of pupils	Requires improvement	3
Sixth form provision	Inadequate	4

Summary of key findings

This is an inadequate school because

- Leaders and managers do not do enough to ensure the safety of students at all times.
- Leaders and managers are not using the information available to check what progress students are making at the school.
- Leaders and managers do not adequately monitor the performance of all teachers and bring about improvement. They have not maintained the quality of education in the school.
- The quality of teaching is too variable and requires improvement as students do not make enough progress.
- Students' achievement and progress, including in English and mathematics, which were good at the last inspection, now require improvement.
- The management of the sixth form is inadequate because no curriculum exists for the sixth form and no separate arrangements are made for students of sixth form age.
- The proprietors, who are the school leaders, have not devised suitable arrangements to ensure that the quality of teaching and the achievements of students have been maintained since the previous inspection, or that all of the independent school standards are met.

The school has the following strengths

- Students behave well in school. They enjoy school and actively help one another to learn.
- The staff team are committed to the school and to helping the students to progress.

Compliance with regulatory requirements

- The school does not meet regulatory requirements and must take action to meet schedule 1 of The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements. The details are listed in the full report.

Information about this inspection

- This inspection was carried out with a day's notice. The inspector observed seven lessons. He carried out a joint observation with the headteacher of the practical activities that took place during the first afternoon of the inspection.
- The inspector looked at students' work and spoke to students about it. He held meetings with the headteacher, who is also the school's proprietor, and with senior leaders, staff members and students.
- He looked at documentation including policy statements, schemes of work, teachers' planning and records of students' progress and of staff training.
- Too few parents and carers had responded to Ofsted's online questionnaire, Parent View, for a response to be published. However, the inspector held meetings with the parents or carers of three students to find out about their views of the school.
- The inspector considered emails from and held telephone conversations with representatives of local authorities who place students at the school and other professionals who have had involvement with the school.
- Twenty one questionnaire responses from members of staff were taken into consideration.
- The inspector was aware during this inspection that a serious allegation of a child protection nature was being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the school in response to the allegation were considered (where appropriate) alongside the other evidence available at the time of the inspection to inform the inspector's judgements.

Inspection team

John Gush, Lead inspector

Additional Inspector

Full report

Information about this school

- Hope View is an independent day special school, which opened in November 2007. It is located in Chilham, a village close to Canterbury.
- It is owned and operated by Charmichael Education Ltd, a company founded by the school's headteacher and her husband, who is the deputy headteacher.
- The school is registered for up to 40 boys, aged between seven and 18 years, who have behavioural, emotional and social difficulties. There are currently 44 students on roll aged between eight and 17 years. Nine are looked after by their local authorities and in foster care in the vicinity of the school.
- All students have statements of special educational needs or education, health and care plans. They are placed at the school by local authorities: Kent, Medway, Essex and some London boroughs. Many have been permanently excluded from previous schools or had been at risk of exclusion. On entry to Hope View, most are underachieving and have low attainment due to their disrupted previous educational experience.
- The school does not use alternative provision for off-site education or training.
- The school's aim is to enable all students 'to leave the school with strategies which equip them to manage themselves and their behaviour in society, and with qualifications which are in keeping with their own personal educational abilities and achievements'.
- The school's last full inspection was in November 2011 and a material change inspection took place in December 2012.

What does the school need to do to improve further?

- Improve the quality and impact of leadership and management by:
 - developing a more rigorous approach to making sure that students are kept safe at all times
 - sharpening the school's procedures for checking that all of their policies and procedures are fully implemented
 - ensuring that teachers' performance is effectively monitored, is helped to improve, and that this leads to students making better progress
 - ensuring that students of sixth form age take part in educational activities that are relevant to their age and stage of development
 - ensuring that all students receive personal, social, health and economic education and careers guidance
- Improve the quality of teaching in order to raise students' achievement by:
 - ensuring that all teachers use their knowledge of students' abilities to help each student learn as well as they can
 - ensuring that students of higher ability are suitably challenged
 - ensuring that challenging but achievable targets are set for students so that they know what they need to do to improve
 - making effective use of information and communication technology to help students to improve their work.
- **The school must meet the following independent school standards:**
 - ensure that a written policy on the curriculum for all areas of the school is drawn up and implemented effectively, and that it is supported by appropriate plans and schemes of work (paragraph 2(1) and 2(1)(a))
 - ensure that the curriculum includes appropriate plans and schemes of work for personal, social, health and economic education, and that these reflect the school's aims and ethos, encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equalities Act, and that they are effectively implemented (paragraph 2(2)(d) and 2(2)(d)(i) and (ii))
 - ensure that the curriculum includes appropriate plans and schemes of work for accurate, up-to-date careers guidance for the secondary-aged students, and that they are effectively implemented, presented in an impartial manner and enable students to make informed choices about a broad range of career options (paragraph 2(2)(e) and 2(2)(e)(i), (ii) and (iii))
 - ensure that, where the school has students above compulsory school age, a programme of activities

which is appropriate to their needs is in use (paragraph 2(2)(g))
ensure that all students, including those above compulsory school age, have the opportunity to learn and make progress (paragraph 2(2)(h))
ensure that all students have effective preparation for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i))
ensure that arrangements are made to safeguard and promote the welfare of students at the school and that such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b))
ensure that the school's written behaviour policy is effectively implemented (paragraph 9(b))
ensure that the school's written health and safety policy is effectively implemented (paragraph 11)
ensure that the school's written first-aid policy is effectively implemented (paragraph 13)
ensure that the welfare of students at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and that appropriate action is taken to reduce risks that are identified (paragraph 16, 16(a) and 16(b))
ensure that suitable changing accommodation and showers are provided for students aged 11 years or over who receive physical education (paragraph 23(1)(c))
ensure that the school's accommodation for the short-term care of sick and injured students includes a washing facility (paragraph 24(1)(b))
ensure that those with leadership and management responsibility demonstrate the skills and knowledge appropriate to their role, and fulfil their responsibilities effectively, so that the independent school standards are met consistently; and that they actively promote the well-being of students (paragraph 34(1) and 34(1)(a), (b) and (c)).

Inspection judgements

The leadership and management are inadequate

- Leadership and management of the school are inadequate because leaders have failed to make sure that all the independent school standards are met. This includes the standards about students' welfare, health and safety. Because of this leaders cannot be sure that students are kept safe at all times. Details are outlined in the next section of the report. In addition, the school does not meet the required standards in relation to the school's curriculum and its premises.
- The premises do not meet requirements because no changing or showering facilities are available for those students whose physical education or games lessons take place at school. Also, the room that is used for the medical examination of students and when they are unwell does not have a washbasin.
- School leaders have not made sure that the number of students in the school remains within the limit agreed with the Department for Education.
- The range of subjects taught at the school is based on the National Curriculum and is suitably broad and balanced in most areas. However, the school leaders have not made sure that all students receive the personal, social, health and economic education they need in a manner that is appropriate to their age or ability. In addition, careers education is not offered to all secondary-aged students in a systematic manner. Because of this they have limited opportunities to make informed decisions about career options.
- No curriculum policy exists in relation to the work of students of sixth form age. As a result, these students are not provided with suitable opportunities to develop the knowledge and skills they will need to progress to their next step when they leave the school.
- School leaders have recently carried out an evaluation of the school and this accurately identifies some important areas of weakness. However, the evaluation process is not complete because it does not lead to a related development plan and does not take account of the significant failings concerning the safeguarding of students.
- Leaders visit classrooms to gauge the quality of teaching and the progress students make. However, these visits are not frequent and do not lead to plans for improving teaching and learning. Because of this leaders have insufficient knowledge of how well teachers are enabling students to learn and make progress. Information about students' progress is kept but is not used well enough by the school leaders to ensure that students achieve as well as they can. In the same way, leaders do not use information about students' behaviour and their personal development effectively to provide them with the best opportunities to make improvements.
- Nonetheless, the school's senior and middle leaders work well together to create an atmosphere in the school where learning and good behaviour are valued. They promote students' spiritual, moral, social and cultural development adequately. Students are encouraged to value fairness and to be tolerant of people's differences. As a result, they receive useful preparation for life in modern Britain.
- The school has undertaken the required checks to make sure that all staff members are suitable to work with children. All staff have received appropriate training in child protection. However, the school is too casual in its approach to making sure that students are kept safe and this could leave already vulnerable students at risk. This is explained further in the section below.
- **The governance of the school:**

The governance of the school is provided by the proprietors who are also the school's headteacher and deputy headteacher. Although a board of governors exists, it meets infrequently and does not receive regular information about the students' achievements or the performance of staff.

The proprietors do not make adequate use of the information available to ensure that students make good enough progress with their learning and personal development, or that the performance of teachers is suitably managed.

They have not established arrangements by which they, together with the school's other senior and middle leaders, are held to account, including for the safety and welfare of the students, the level of progress students make, and for the way that good teaching is rewarded and underperformance is tackled.

The behaviour and safety of pupils are inadequate

Behaviour

- The behaviour of students is good. This is because they respond well to the encouragement and support

of teachers and teaching assistants, and because they help one another to learn by the way they behave in lessons. Occasionally, on account of troubled emotional lives and learning disabilities, students exhibit unpredictable and difficult behaviour. They receive suitable support from staff and, most of the time; these incidents do not affect the learning of other students.

- Bullying is rare in the school and students appreciate the efforts of staff members to ensure that it does not occur. Students understand bullying and how to avoid it. They have learned that bullying often results from discrimination and they understand the importance of a tolerant attitude towards those who are different. They are aware about homophobia and are keen to ensure that no homophobic bullying takes place at the school.
- As a result of appropriate support for their spiritual, moral, social and cultural development, students develop self-confidence and can express their thoughts and opinions with clarity. During assemblies and in their lessons, they gain a useful understanding of their own and other cultures. Students also learn about avoiding discrimination and treating all people with respect. This helps them to develop tolerance and understanding between different sections of the community.
- Students are active in raising funds for good causes. They support major appeals such as Red Nose day and, during the inspection, many students chose to 'go barefoot for the day'. This was part of a national campaign to support students in other parts of the world who cannot afford to wear shoes. During assemblies and in their lessons, they develop useful knowledge and understanding of British values, including the rule of law and democratic principles.
- The school has a clearly stated policy that requires all staff members to ensure partisan political views are never promoted.

Safety

- The school's work to keep students safe and secure is inadequate. This is because the school's attention to the welfare, health and safety of students is not rigorous and, as a result, could expose vulnerable young people to risk. A number of independent school standards in this area are not met. These relate to safeguarding, the school's policies on behaviour, first aid and health and safety, and the way that risks are assessed.
- The school's policy about the way students are safeguarded is not up to date and does not follow current guidance. Reports about incidents of unacceptable behaviour are not followed up or analysed appropriately. Because of this the school cannot be sure that it has done all that it can to help students stay safe or improve their behaviour. In addition, the school does not always report concerns appropriately or in a timely way to the relevant authorities.
- The way medication is administered to students does not fulfil the requirements set out in the school's first-aid policy. This is because details of the medication given are not recorded correctly. The school does consider the level of risk that some students pose because of their unsettled emotional states. However, no formal policy exists as to how this information is to be used. In particular, it is not taken into account when educational trips outside school are planned and organised.
- Security arrangements are robust. The identity of all visitors to the school is carefully checked and they are signed in and out. Students are supervised at all times.
- Nonetheless, students say that they feel safe in school. They appreciate the fact that they are able to gain confidence in themselves and their abilities. Parents and carers very much appreciate the school's efforts to care for the students and to provide them with the chance to improve their education.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not good enough to ensure that students achieve as well as they can.
- There is a lack of consistency in the way teachers assess the work of students. This has an adverse effect on teachers' planning. As a result, teachers do not make good enough use of information about what students know and can do when planning their lessons.
- Teachers record students' attainment in English, mathematics and science each half term. However, the school has no procedures to check if the teachers' assessments of students' ability levels are accurate. Because of this the school cannot accurately gauge the progress students make in these subjects.
- English and mathematics are taught throughout the school and students have regular opportunities to extend their skills in speaking and listening. This makes a positive contribution to their progress in basic skills.
- The quality of the teaching is too variable, and school leaders do not do enough to challenge this and

bring about improvement. Some teachers use their understanding of students' capabilities, together with strong knowledge of their subject, to plan effective lessons that promote students' learning well. However, there are too many lessons where teaching does not challenge the more able.

- Teachers set targets for students and these are included in their individual education plans, as well as in the placements plans that are currently being introduced. However, targets are not regularly reviewed during lessons, and some do not accurately reflect what the students need to do to improve their achievements. Because of this, students do not always know what they need to do to improve their work.
- A considerable quantity of the teaching time available is taken up with the two assemblies that take place each day for all students of secondary and sixth form age. Although valuable messages are conveyed in these assemblies, they provide limited opportunities for teachers to ensure that students are learning to the best of their ability.
- Teachers and their assistants build good relationships with students. This creates a useful climate for learning, which helps the students to develop their skills and their good behaviour in school.
- A speech and language therapist attends the school for an afternoon each week. This provides very valuable support for some students to improve their communication skills.

The achievement of pupils

requires improvement

- The information held by the school to evaluate students' achievement is not monitored or analysed effectively by the school's leaders and managers. Students' abilities when they start at the school are not consistently recorded and the school does not know how well students achieve. Because of this it is not possible to compare students' progress with that of their peers nationally.
- Most students take examinations in English, mathematics and science and some of these are at GCSE level. Results from last year show that one student achieved an English GCSE and others gained other, lower level, qualifications in English and mathematics. The school records do not show whether these results represent suitable progress for students from their starting points at the school.
- Throughout the school, students read frequently. Regular support helps many students to extend their reading skills. Some are confident and they show that they understand the texts they choose. Others are less confident and do not like to read out loud. They write frequently, especially in English lessons, where careful and interesting work is neatly presented. This supports their development in literacy.
- The school does not keep track of the progress of its most able students separately from others. Some are suitably challenged, especially in mathematics. However, in too many lessons, more-able students are not challenged or provided with opportunities to develop their abilities.
- Some of the students with special support needs are provided with additional and focused support. Evidence from lessons observed suggests that this is effectively provided and that these students make suitable progress from their starting points in their lessons.
- Some students are preparing for an examination in information and communication technology (ICT). However, students have limited opportunities to develop their skills in this subject throughout the school.
- Some opportunities are provided for students to take part in work experience, but these are limited and inconsistent.
- A number of educational trips and visits to places of interest help students to build their knowledge of the history and culture of their local area. These also help to develop their confidence as learners.
- Students enjoy their regular games and physical education lessons. These help them to develop their self-confidence as well as their fitness.
- School records show that most students who leave the school progress to a course at a further education college.

The sixth form provision

is inadequate

- The school's sixth form provision is inadequate overall because no separate arrangements are made for students of sixth form age. All students of sixth form age take part in lessons and other activities along with students in Key Stage 4. Consequently, these students do not take part in educational activities that are sufficiently relevant to their age and stage of development.
- Leadership and management of the sixth form are inadequate because the school has not established a curriculum for the sixth form. As a result of this no suitable arrangements have been made to ensure that students of sixth form age are given the opportunity to gain the skills, knowledge and understanding that are appropriate to their age or stage of development.

- Judgements about the behaviour and safety of students of sixth form age, as well as the quality of the teaching they receive and their achievements are the same as those for students in the rest of the school.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

School details

Unique reference number	135438
Inspection number	454286
DfE registration number	886/6123

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	Day special school for boys with behavioural, social and emotional difficulties and autistic spectrum disorders
School status	Independent school
Age range of pupils	7–18
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	44
Of which, number on roll in sixth form	3
Number of part time pupils	0
Proprietor	Carmichael Education Ltd
Chair	Mrs Carla Lorne
Headteacher	Mrs Carla Lorne
Date of previous school inspection	28–29 November 2011
Annual fees (day pupils)	£23,400 to £24,000
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