

Chelfham Kilworthy House

Trelawny Road, Tavistock, PL19 0JN

Inspection dates 23–25 June 2015

Overall effectiveness	Requires improvement	3
Leadership and management	Requires improvement	3
Behaviour and safety of pupils	Requires improvement	3
Quality of teaching	Good	2
Achievement of pupils	Good	2
Sixth form provision	Requires improvement	3

Summary of key findings

This is a school that requires improvement. It is not good because

- The school leadership team and the governors have not ensured that all the independent school standards are met, so that leadership and management and the sixth form require improvement.
- A few teachers do not use every opportunity to promote specific literacy and numeracy skills well enough, or always match work to individual needs.
- Parents do not receive enough specific information on how to support learning at home.
- Staff on occasions do not intervene quickly enough when a student is finding learning difficult.

The school has the following strengths

- The school has very good systems to measure the academic and personal progress of students.
- Students experience good teaching from staff whom they respect so that they make good progress and achieve well.
- The headteacher provides valuable guidance and good leadership to teachers so that they continue to improve.
- Students are safe, behave well and generally develop a good attitude to learning. Their attendance is good.

Compliance with regulatory requirements

- The school must take action to meet the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Information about this inspection

- The inspector observed parts of five lessons and was accompanied by the headteacher on all of the observations.
- The inspector met with the Chair of the Governing Body, the headteacher, staff with additional responsibilities, parents, carers and students.
- In addition to observing lessons, the inspector looked at the work in students' books and considered information provided by the school about students' behaviour, attainment and progress.
- The inspector examined documents giving details of the school's evaluation of its performance and plans for future developments. He also checked arrangements to keep students safe and details about the range of subjects and activities that students are taught.
- The inspector carried out visual and documentary checks to ascertain that the school complies with the independent school standards, such as details of the complaints procedures.
- The inspector took into account the opinions expressed by staff in nine inspection questionnaires.
- There were not enough responses to Ofsted's online questionnaire, Parent View, to trigger an analysis.
- This inspection took place at the same time as an inspection of the residential accommodation. The findings of the boarding inspection are the subject of a separate report.

Inspection team

Mick Megee, Lead inspector

Additional Inspector

Full report

Information about this school

- Chelfham Kilworthy House is a day special school catering for students with complex learning disabilities such as autism. All have an Education Health and Care plan or a statement of special educational needs. The school is part of the Priory Group.
- Six of its 11 current students live in residential homes belonging to the Group. The other five are placed by their local authority. The school is registered to admit up to 30 male and female students between the ages of seven and 19 years, although all the current pupils are boys over the age of 13 years.
- The school was first registered with the Department for Education in July 2014 and this is its first standard inspection.
- Since opening, all students have been of White British origin and none has spoken English as an additional language.
- A very small number of students attend alternative provision at Saltash College, although others have work experience at various local placements.
- The school has no middle leaders.

What does the school need to do to improve further?

- Improve achievement by ensuring that:
 - lesson activities are always matched to the needs and capabilities of individual students
 - specific literacy and numeracy skills are promoted effectively wherever practicable throughout the day
 - parents and carers have specific details on how they can help students to improve at home, particularly with their basic skills of literacy and numeracy.
- Assist students in their learning by:
 - intervening quickly when they find learning difficult
 - deploying re-engagement plans consistently when these are required.

■ The school must meet the following independent school standards

The proprietor must

- ensure that the school's admission register is maintained in the required manner (paragraph 15)
- ensure that all the required information is provided or made available for parents, carers and others, including the name and address of the Chair of Governors, the educational and welfare provision for students who have an EHC plan and the school's complaints policy (paragraph 32(1),32(1)(a), 32(1)(b), 32(1)(c),32(2)(c) and 32(3)(b))
- ensure that the school's procedure for handling complaints ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school (paragraph 33 and 33(g))
- ensure that all the independent school standards are met consistently (paragraph 34(1), 34(1)(a), 34(1)(b)).

Inspection judgements

The leadership and management

require improvement

- The leadership and management of Kilworthy House require improvement because school leaders have not made sure that all the standards for independent schools are met. The admissions register, complaints policy and the information made available for parents, carers and others do not meet requirements.
- None of these omissions has had a detrimental impact on students' welfare, health and safety, and academic or personal development.
- The school leaders know the school's strengths well. They accurately identify areas for change and improvement, and have good procedures to make sure that appropriate remedial actions take place promptly. In this way, students make good progress and teaching is good over time.
- There is good leadership of teaching. Leading staff determine how good teaching is through frequent visits to lessons. They give teachers prompt and constructive feedback that helps the teachers to further improve students' learning and achievement.
- The headteacher expects and largely achieves high standards of politeness, teamwork and industry from students and all staff. This has resulted in very positive relationships through which students' learning and personal development can flourish.
- Students undertake a diverse range of interesting activities, based on the requirements of the National Curriculum. This allows them to make good progress across a broad range of subjects, with the priority being given to the basics of literacy and numeracy.
- The school leaders promote students' spiritual, moral, social and cultural development well. They are wholly committed to instilling a sense of fair play and disapproval of discrimination in any form, giving students a valuable foundation for their adult life in modern Britain. Good relationships are highly cherished across the school.
- Students develop valuable knowledge and understanding of British values and citizenship, for example through theme days on St George. They learn about the rule of law and democratic principles in an accredited programme on Law and Order.
- The school has a clearly stated policy that requires all staff members to ensure partisan political views are never promoted, and students know the dangers of extremism and radicalisation.
- The school leaders provide students and their families with excellent professional support so that they are fully aware of their choices for further education or training when they leave and the possibilities for work that are open to them. Students are encouraged to carry out work experience placements in a wide variety of settings.
- While parents are very positive about the school and the way in which their family's life has been transformed, they would like to receive additional information in order to support their children's learning further at home.
- Although there are omissions in the admission register, the school leaders are committed to making certain that students are well looked after and kept safe through staff vigilance and appropriate security arrangements. The headteacher and deputy headteacher have advanced training in child protection, and all staff receive regular formal updates in this area.
- When joining the school, all staff undergo rigorous checks to confirm that they are suitable to work with the children and young people.
- There are good arrangements to check on the progress, attendance and behaviour of students attending Saltash College as part of their individual programme.
- **The governance of the school:**

The newly formed governing body is effective and actively promotes the continuing development of the school through frequent visits and regular meetings with the school leaders.

However, governors have not ensured that checking systems are well enough used so that all the independent school standards are met.

The governors receive a good range of information about students' achievements and the quality of teaching, and closely question the school's leaders to ascertain whether the information is accurate.

Governors have a good understanding of the way in which staff performance is managed and rewarded.

The behaviour and safety of pupils**require improvement****Behaviour**

- The behaviour of students is good. Most students attend school regularly and almost all of those who have had difficulty in attending at their previous schools improve their attendance to a significant degree once they join.
- Parents are very pleased with the way the school has turned around their children's lives. As one parent, typical of others, put it, 'The school has been my saving grace. I never thought he could be sorted out emotionally, but they have done it. That's huge for all of us.'
- For students who find difficulty in learning, the headteacher has developed very clear ways of recording all types of behavioural incidents throughout the day. This means that staff can see whether a student's behaviour is improving and what strategies are the most successful.
- These records, and testimony from parents, carers, teachers and the students themselves, show convincingly that for almost all students their behavioural and emotional difficulties diminish quickly after joining the school.
- Staff receive specialist training in how to manage students who are finding it difficult to learn or to control their emotions. Where required, a plan is constructed to assist the student in quickly re-engaging with their learning. Most staff intervene quickly and make good use of the school's re-engagement plans, although some staff are not quite as expert in this and precious learning time is lost.
- Students relate to each other very well. They enjoy each other's company and they support each other in discussions with staff or visitors. Students say that this is one of the main reasons why they enjoy coming to the school.
- Students maintain friendly, but courteous, relationships with staff, and trust them to support them when they have any personal, emotional or academic difficulties. Classrooms are calm places in which they can build their self-confidence, for example by reading out loud without fear of ridicule.
- Students say that there is very little bullying, and that if it occurs, staff intervene quickly and make sure there is little reoccurrence. Students know about the dangers of online and mobile phone bullying. Students do not use discriminatory language and they have a good understanding of why discrimination is to be avoided.
- Staff promote students' spiritual, moral, social and cultural development well. Students demonstrate their renewed confidence frequently when they express their well-judged opinions and decisions assertively to staff and visitors. Students say the school values them for who they are. A typical comment from a student was, 'I'm happier than I've ever been here – you can just be yourself here and that's OK.'
- Students have a good understanding of their own and other cultures through the school's personal education programme that is promoted throughout the day. Educational visits, such as the weekly whole-day visit to a local craft centre, as well as residential experiences, help the students to gain an understanding and tolerance of the different lives that others lead.
- Students learn the value of full participation in society through accredited programmes in developing community projects and sustainability. They raise funds for charities such as the National Autistic Society and undertake voluntary work with Oxfam. They work in a cafe in the local community.
- Students voice their opinions as a group through the school council, and undertake recycling projects that are linked with the local council. A student manages a school café on the school site for staff and students.
- Students willingly take responsibility around school grounds. They clean school vehicles, pick up litter, tend the gardens and look after the school's rabbits and chickens.
- Reports from school and college staff show that students who attend Saltash College behave well and make good progress in their personal development.

Safety

- The school's work to keep students safe and secure requires improvement. This is because the independent school standard that relates to the admission registers is not met. The registers do not contain all the required information. This does not compromise students' personal safety at school.
- All other standards regarding the welfare, health and safety of students, and the suitability of staff to work with children, are met. As a result, students are kept safe in school and feel secure throughout the day. Staff, students and parents agree with this.
- Students gain a good understanding of e-safety and every activity is carefully assessed for any hidden dangers or hazards, for example on educational outings or work experience off-site.
- The school has robust security arrangements, including the checking of the identity of all visitors to the school.
- There are good arrangements, including risk assessments and the deployment of accompanying staff, for ensuring that students who attend Saltash College are kept safe.

The quality of teaching is good

- All the independent school standards that relate to the quality of teaching are met. Teaching is good and, as a consequence, achievement over time is good, particularly in reading, writing and mathematics.
- Teachers organise their classrooms attractively, successfully establishing a secure and calm atmosphere in order to promote a positive attitude for learning. This enables students to relax and to engage quickly with the tasks presented to them.
- Teachers regularly assess students' work, and they gain a valuable understanding of what they know and can do. Most teachers have high expectations of students, based on the assessment information from previous lessons. This enables them to set activities at just the right level. Occasionally, teachers' expectations are misjudged and too low, so that the work is too easy. This holds the students back from moving on rapidly in their learning.
- Most teachers find opportunities in their lessons to help the students to develop their reading, writing, communication and numeracy skills across all their subjects. However, sometimes, these opportunities are not focused sufficiently on the next small step that individual students need to take to improve their basic skills. As a result, a few students do not develop these skills as quickly as they could in all lessons.
- Teachers are generally enthusiasts for the subjects they teach, for example in photography and horticulture, and make their lessons come alive. They skilfully draw students into their lessons inspiring interest and passion within the students.
- In most lessons, teachers skilfully promote discussion and debate in order to promote and challenge their ideas. This motivates students and helps them to develop thinking skills and extend their understanding.
- Regular communication takes place between teachers and parents and carers. This does not always contain specific enough information for parents or carers to be able to support learning at home.

The achievement of pupils is good

- The independent school standards that relate to students' achievement are met. Good teaching, together with a relevant and broad curriculum, means that students achieve well in their lessons and gain meaningful qualifications.
- The headteacher has introduced an effective, custom-made system to track and measure students' progress every half term throughout the year. This shows that students make good progress overall from their different starting points.
- All students in Year 10 and above are making good progress in programmes leading to qualifications such as ASDAN, GCSE and Entry Level Certificates. These include qualifications in core subjects such as English, mathematics and science, as well as courses in sustainability, religious education and media. These programmes prepare students well for the next stage of education and future careers.
- A very small number of students have taken first examinations in Science and Mathematics in Year 10. This does not limit the potential of these more able students to reach the highest grade later as required.
- Students attending Saltash College make good progress in the vocational programmes they undertake.
- The most-able students in the school show very good motivation and respond very positively to the additional challenges that the school offers them. Many of these students have experienced failure and disappointment in their previous schools. They receive individual tuition and specialist teaching. There are strong indications that they will achieve very good levels in their examination results.
- Students achieve well in creative activities such as photography and media. They produce superb work. Corridor and classroom displays of photographs, for example, look entirely professional and are a great source of pride for the students. These activities successfully expand the students' range of skills and boost their confidence and career aspirations.
- All students achieve well in the frequent, regular physical education activities. They say they enjoy their adventure learning programmes and speak proudly of their prowess in mountain biking, bouldering and hillwalking. All students have access to local leisure facilities where they learn to swim, and play football and basketball. These activities keep the students very fit and teach them the value of teamwork and cooperation.

The sixth form provision requires improvement

- The sixth form provision is an integral part of the school and requires improvement because the school as a whole has not met all the required standards. This means that leadership, management and safety in the sixth form also require improvement.
- Nevertheless, behaviour, achievement and teaching in the sixth form are good. A key to the success of the sixth form is the accurate assessment of personal and academic progress that leads to good planning

of activities at the right level by most teachers.

- Students of sixth form age who joined the school last September are rapidly gaining in confidence and motivation because they are treated as adults who have good potential for success. As a result, nearly all are on track to achieve good results in courses that lead to nationally recognised qualifications.
- Sixth form students are encouraged to take responsibility, articulate their opinions and to make choices as to their future. As a consequence, they behave maturely and provide very good role models to younger students.
- Students undertake an engaging programme of activities that is customised to match their individual capability, choices and ambitions for the future. A rich blend of courses and modules leads them to good-quality academic and vocational qualifications, including employability and life skills. All receive professional support in deciding on the next stage beyond school so that they and their families can make informed decisions
- In addition, the school provides good opportunities for learning in the real world away from the school, for example at a farm and a local market, where they gain valuable experience of the world of work.
- Although the admission register does not meet requirements, the students, including those undertaking off-site experiences, are kept safe through robust assessments of risk and vigilant accompanying staff.
- Having seen what is on offer to them, all the current students in Year 11 intend to move on to the sixth form in September, and some new students are expected join the school at this juncture.
- All this year's leavers are successfully moving on to productive educational and vocational settings such as further education courses and apprenticeships.
- Sixth-formers are given access to the school support staff such as the school's therapy services, including occupational therapist and counsellor. For sixth-formers with mental health difficulties, the school has a close working relationship with the relevant agencies such as Child and Adolescent Mental Health Services (CAMHS).

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	141072
Inspection number	462897
DfE registration number	878/6062

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	Co-educational day special school for pupils with complex difficulties
School status	Independent school
Age range of pupils	7–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	11
Of which, number on roll in sixth form	8
Number of part time pupils	0
Proprietor	The Priory Group
Chair	Sophie Garner
Headteacher	Jon Ascot
Date of previous school inspection	NA
Annual fees (day pupils)	£45,000–£65,000
Telephone number	01822 618515
Fax number	01822 618515
Email address	chelfhamseniorschool@priorygroup.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

Interested in our work? You can subscribe to our website for news, information and updates at <https://reports.ofsted.gov.uk/user>.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015