

Chartfield School

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

Inspection dates

26–28 June 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Safeguarding is not effective. There is not a strong culture of vigilance at Chartfield School, including in the early years.
- When recruiting staff, some important checks on candidates' suitability to work with children are not carried out. Procedures regarding this aspect of the school's work are not fit for purpose.
- Staff knowledge regarding important aspects of safeguarding is not good enough. As a result, staff do not demonstrate a robust capacity to keep pupils safe, including children in the early years.
- Health and safety is not led well. For instance, statutory requirements regarding fire safety are not met.
- Governance of the school is weak. Neither the headteacher nor other staff are held effectively to account by good performance management or appraisal systems.
- Leaders' roles and responsibilities are not clear. Lines of accountability for the school's effectiveness are not defined clearly. As a result, ongoing school improvement has been severely limited.
- Neither the proprietor nor the headteacher has an effective knowledge of the independent school standards. As a result, not all of the standards are met.

The school has the following strengths

- Staff are committed to the school. They show clear determination to help pupils achieve well.
- Teaching is good. Learning is typically well organised to ensure that pupils achieve well.
- Pupils develop positive attitudes and are well prepared for life in modern Britain.
- Parents and carers are very positive about the school. They appreciate the caring staff and the 'family atmosphere' that the school provides.

Compliance with regulatory requirements

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

Full report

What does the school need to do to improve further?

- Improve leadership and management by ensuring that:
 - processes for the recruitment of staff and staff training in safeguarding are robust and meet statutory guidance and expectations
 - health and safety requirements, including fire-risk assessment, are managed effectively and meet statutory guidance
 - the performance management and appraisal of staff lead to further improvements in teaching and learning
 - a review of governance takes place so that governors' oversight of all areas of the school's effectiveness improves significantly
 - leaders' roles and responsibilities are clearly defined and understood by all
 - leaders and those responsible for governance develop a strong understanding of the independent school standards.
- Improve teaching, learning and assessment by ensuring that:
 - most-able pupils are challenged more effectively to achieve at the highest standards
 - teaching demands consistently that pupils' work is presented well.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Neither the headteacher nor the proprietor manages safeguarding effectively enough. For example, staff have not been trained properly in safeguarding, nor have successful strategies been put in place to oversee child protection at Chartfield School. Additionally, the school's child protection policy does not consider current guidance issued by the Secretary of State. As a result, systems to keep children safe from harm are weak.
- Health and safety is led poorly at Chartfield School. During the inspection, numerous concerns were identified that could lead to injury or harm of pupils, staff or visitors. For instance, despite pupil numbers growing in recent years, no fire assessment of the building has been carried out since 2014. The lack of rigorous health and safety practice is putting pupils' safety at risk.
- There are no arrangements in place for the performance management or appraisal of staff. The headteacher does not monitor teaching and learning well enough to provide staff with the insight they need to improve their practice. Training opportunities are also limited, despite staff stating they would like more. Consequently, although teaching is good, it has not improved over time.
- The headteacher has created a positive ethos at Chartfield School. Staff are committed to providing well for pupils, and they collaborate effectively as a whole-school team. Pupils respond well to the positive environment staff provide and, as a result, engage enthusiastically in the life of the school.
- Leaders have introduced important changes to the way pupils' achievements are assessed. This ensures that staff have a much clearer understanding of pupils' development in reading, writing and mathematics. Staff use this information well to adapt their teaching to meet pupils' needs more effectively.
- The school's curriculum is broad and balanced. Learning is planned well to make sure that pupils make good progress in a range of subjects. Additionally, pupils' experiences are supported with a range of successful extra-curricular activities. For example, a recent educational visit to the local Second World War tunnels deepened pupils' historical knowledge and understanding.
- Pupils' spiritual, moral, social and cultural understanding is well developed and planned for. For instance, the school has a good partnership with the local Member of Parliament who visits often and supports learning. Pupils' learning about fundamental British values is effective and pupils are consequently well prepared for life in modern Britain.
- Parents are very supportive of the school. They value the 'family atmosphere', and staff members' 'warmth and caring attitudes towards children'. One parental comment, typical of many, stated: 'My child has grown in confidence, maturity and intellect. She is a happy child which is all I want as a parent.'

Governance

- The proprietor provides sole governance of the school. Currently, there are no clear lines of accountability, and leaders' and staff members' roles and responsibilities are ill-defined. This confusion hinders significantly the smooth running of Chartfield School. It has led, in

part, to the significant safeguarding and health and safety failings identified during this inspection.

- The proprietor does not have a strong enough grasp of the independent school standards. Monitoring of the school in respect to these has therefore been unsuccessful. Governance does not provide a strong enough oversight of leaders' work and the school's effectiveness.

Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders have not ensured that staff have up-to-date safeguarding knowledge. Child protection training is sporadic and infrequent. Leaders place too much faith in staff having the right knowledge. Leaders do not check carefully enough what staff know, and do not know, in order to protect children from harm. As a result, too few staff have an appropriately deep knowledge and understanding of safeguarding matters.
- Leaders have failed to carry out vital background checks when recruiting new staff. This is, in part, because leaders have not completed statutory safer recruitment training. Neither does the school's single central record of checks on staff meet current regulatory requirements. At the time of inspection, leaders had not checked robustly that all staff were safe to work with children.
- Leaders' work with outside agencies to support vulnerable pupils has proved successful. Good communication between school and social services has contributed well to these pupils' ongoing support.
- The school's child protection policy is published on the school's website. However, this policy does not adhere to the latest government guidance.

Quality of teaching, learning and assessment

Good

- Teachers have good subject knowledge. They put this to effective use to plan learning that is interesting and meets most pupils' needs well. For instance, in the Years 5 and 6 class, pupils were developing both their research skills and their ability to write good-quality factual information while learning about countries competing in the football World Cup tournament.
- Teachers ask searching questions that deepen pupils' knowledge and understanding. For example, in a Years 3 and 4 lesson, the class teacher skilfully probed pupils' prior learning on graphs and data. She enabled pupils to reflect well on what they already knew, which, in turn, helped them solve a range of mathematical problems.
- Teachers assess, track and monitor pupils' achievements in a range of subjects well. This consistent approach enables staff to check that pupils make good progress and do not fall behind. Additionally, teachers use this information to inform their teaching, and adapt learning to the individual needs of most pupils.
- Teaching provides a range of additional experiences that enrich pupils' learning. For example, mock elections and visits from the local Member of Parliament helps pupils discover more about democracy and British values. Pupils learn well about a range of different cultures and religions through trips to places of worship and themed days in

school. Well-planned and imaginative learning ensures that pupils are ready for life in modern Britain.

- Teaching of physical education is good. For example, innovative yoga lessons enable pupils to develop their core strength, balance and coordination. Pupils enjoy these lessons, participate enthusiastically and relish keeping fit, healthy and active.
- Teaching does not yet routinely challenge the most able pupils. Teachers' effective assessments ensure that this group of pupils is identified well, but the breadth of their learning in a range of subjects is not consistently demanding for their higher abilities. Teaching is not adapted effectively enough to ensure that this group of pupils achieves at the highest standards across the curriculum.
- Teaching does not routinely demand that pupils present their work to the highest standards. Many pupils do take pride in their work, but presentation is variable across year groups and subjects. Teachers' expectations of the quality of pupils' work in their books are not sufficiently challenging.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are caring, polite and friendly. Staff set a good example which pupils follow well. For instance, despite the narrow corridors in the school, most pupils always stand back to let adults go first. Leaders' desire to promote politeness and good manners among pupils is successful.
- Pupils state confidently that 'bullying never happens' at Chartfield School. They say that staff will always act swiftly to support them if they ever fall out with their friends or have an argument. Pupils state that they could turn to any member of staff for help if they ever have a worry or a concern.
- Pupils are tolerant and respectful. They value each other's differences and know that it is wrong to discriminate against people, for example because of their faith or sexuality. Pupils at Chartfield School delight in celebrating cultures and beliefs different to their own.
- The school council is very active at Chartfield School. Pupil representatives frequently support their peers to learn about important issues. For instance, during the inspection, they led an interesting assembly on recycling, and the positive and negative impact plastic can have on life and the environment. Pupils' good research was presented in an interesting and engaging manner that helped the school address its own environmental responsibilities.
- Day-to-day practice in supporting pupils' welfare is effective. For instance, staff take great care in understanding new pupils' needs when they join the school. This helps pupils settle quickly, gain confidence and learn well. Staff, to the best of their abilities, demonstrate a willingness to support pupils' emotional and welfare needs.
- Pupils learn effectively how to keep themselves safe. For instance, they have recently completed successful learning from a national children's charity to understand how to protect themselves from sexual abuse. Leaders provide a range of good lessons that

develop pupils' ability to protect their welfare and personal safety.

Behaviour

- The behaviour of pupils is good.
- Pupils contribute well in lessons. They engage keenly in discussions and express their views and ideas with confidence. They listen to staff and teachers politely and respectfully and enjoy learning.
- Pupils enjoy playing together in and around school. Pupils commented that 'we love that we get along, no matter how old we are'. Pupils are friendly towards each other, which contributes well to the 'family atmosphere' that many staff, pupils and parents identified as being a strength of the school.
- The vast majority of pupils attend school regularly and often. Leaders keep a careful check on individual pupils' absences and take the right steps to improve attendance if rates fall.

Outcomes for pupils

Good

- Throughout the school, most pupils achieve well in a range of subjects, including reading, writing and mathematics.
- Pupils' scientific learning is good. For instance, work in their science books shows that pupils carry out a range of practical experiments and strengthen their ability to carry out fair tests. They often write up these experiments carefully and accurately.
- Pupils make strong progress in their writing. Throughout the school, they learn to spell and use appropriate punctuation with consistent accuracy. A small number of pupils are exceeding expectations for their age.
- Pupils read well. Of those who read to the inspector, the clear majority did so with fluency and expression. Most pupils were able to infer meaning from the text confidently and successfully. Pupils demonstrate a love of books and a keenness to read, both at home and at school.
- Most pupils achieve well in mathematics. For instance, they learn effectively how to apply different mathematical strategies to solve number problems. Pupils' mental mathematics is also developed effectively.
- Pupils undertake a range of historical studies that deepen their knowledge and understanding well. Interesting work in pupils' exercise books and evidence from well-planned educational visits to enrich learning demonstrate their good achievement in history.
- Some of the most able pupils do not make rapid progress from their starting points. Not all work, including in mathematics, is planned to challenge sufficiently this group of pupils.

Early years provision

Inadequate

- Staff in the early years setting do not have the necessary skills and knowledge to safeguard children effectively. As with other staff throughout the school, they have not been provided with robust training to ensure that they know, for example, how to prevent children from radicalisation or to identify the signs of female genital mutilation. As a result, statutory safeguarding requirements have not been met.
- Health and safety in the early years is not managed well. For example, at the time of the inspection, dangerous substances, such as acrylic paints and aerosol cans, were stored within easy reach of children. Consequently, children's welfare was put at risk.
- Most children achieve well in the early years. Staff carry out accurate assessments, taking into account the views of parents, to establish children's knowledge and understanding when they start school. Staff use this information well, together with other effective ongoing observations, to plan learning to ensure that children make good progress from their starting points. By the end of the early years, children are well placed to continue their learning in Year 1.
- Children develop the necessary skills to learn to read well. Most children are able to use their emerging phonics knowledge to sound out words effectively. Children develop positive attitudes to reading and were keen to share with the inspector their enthusiasm for books.
- The early years curriculum is engaging and thoughtfully planned. Despite the limitations of the small classroom, staff plan opportunities, for example for children to learn off-site. Teaching and learning outdoors enriches the curriculum and helps children develop their communication skills, confidence and understanding of the world around them.
- Occasionally, some children's behaviour in the early years is not as good as it should be. Staff are not yet fully adept at preventing low-level misbehaviour, and a few children struggle to follow instructions and do what they are told. Consequently, sometimes, behaviour of a minority of children becomes unruly, particularly when playing outside.

School details

Unique reference number	118977
DfE registration number	886/6035
Inspection number	10033945

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	Independent school
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	67
Number of part-time pupils	0
Proprietor	Mary Lynn Neale
Headteacher	Louise Shipley
Fees (day pupils)	£1,040 to £1,150 per term
Telephone number	01843 831 716
Website	www.chartfieldschool.org.uk
Email address	office@chartfieldschool.org.uk
Date of previous inspection	March 2014

Information about this school

- Chartfield School was last inspected in March 2014.
- Since the previous inspection, the number of full-time pupils attending Chartfield School has risen from 40 to 67.
- The school serves a largely coastal community, with the vast majority of pupils living in the locality.
- The school's ethos is 'every child matters', where 'no child is left behind'.
- There are no pupils who have special educational needs and/or disabilities, or who are disadvantaged.
- The school does not make use of alternative provision.

Information about this inspection

- The lead inspector observed pupils' learning in a wide range of lessons across all year groups. The lead inspector also scrutinised pupils' work in their exercise books.
- The lead inspector heard a number of pupils read from across the school.
- The lead inspector held meetings with the headteacher and the proprietor. Meetings were also held with teachers and teaching assistants.
- The lead inspector took into account 18 responses, including free-text responses, to Ofsted's online questionnaire for parents and carers, Parent View. The lead inspector also spoke to parents at the school gate in the morning.
- The lead inspector spoke with pupils, both formally and informally, during lessons and around the school.
- A wide range of documentation was reviewed, including information available on the school's website and records relating to pupils' attainment, progress and attendance. The lead inspector also scrutinised the school's single central record of checks on staff.

Inspection team

Dom Cook, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that:
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 16 The standard in this paragraph is met if the proprietor ensures that:
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 4. Suitability of staff, supply staff, and proprietors

- 18(2) The standard in this paragraph is met if:
 - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction.
- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is:
 - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether:
 - 21(3)(a)(ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;
 - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a

direction;

- 21(3)(b) in relation to each member of staff ("S"), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school:
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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