School report

# Hope View School

Station Approach, Chilham, Canterbury, Kent CT4 8EG

**Inspection dates** 25–27 June 2019

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| **Overall effectiveness** | **Good** |
| Effectiveness of leadership and management | **Good** |
| Quality of teaching, learning and assessment | **Good** |
| Personal development, behaviour and welfare | **Good** |
| Outcomes for pupils | **Good** |
| Sixth form provision | **Good** |
| Overall effectiveness at previous inspection | Good |

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and assistant headteacher provide strong leadership for their school, including for the sixth form. They lead their team of committed staff with good humour, high expectations and clarity of vision for the school's future.
- Improvements in the quality of teaching since the previous inspection have enhanced pupils' learning in all year groups, particularly in English and mathematics.
- Pupils make strong progress and learn well across the school, including the sixth form. They develop secure and reliable skills in a wide range of subjects and achieve particularly well in English, mathematics and science.
- The headteacher has developed a knowledgeable team of senior and middle leaders, who are clear about their roles and responsibilities and contribute effectively to developments in the school.
- Assemblies, discussions, visits and events make a strong contribution to pupils' spiritual, moral, social and cultural development.
- Pupils enjoy school and feel that they are making good progress. They look very smart in their school uniforms, which they wear with pride.
- Pupils of all ages behave well in lessons, during breaktimes and around the school.
- Pupils feel very safe in school. They say that teachers value their views, and that leaders take any concerns very seriously.
- Governance has improved substantially since the previous inspection. The recently established quality assurance team has a clear remit to work alongside leaders to scrutinise the school's work.
- Leaders make sure that all the independent school standards are in place.
- The teaching of subjects such as history and geography is less well developed than in others. As a result, pupils do not achieve as well as they should across the curriculum. This is the case for all groups of pupils, including the most able.

### Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Full report

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

- Make sure that all groups of pupils, including the most able, make equally strong progress across all areas of the curriculum.

## Inspection judgements

| Effectiveness of leadership and management | Good |
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- Effective teamwork underpins the school's success. Staff share senior leaders' aspirations for all pupils and work extremely well together to support pupils' learning and development. High staff morale contributes to the school's friendly, inclusive and hard-working atmosphere. One member of staff commented: 'We're like one big family… everyone genuinely cares for pupils and for each other.'
- Regular discussions between leaders and teachers ensure that everyone maintains an equally strong focus on pupils' academic progress, as well as pupils' personal development.
- Leaders and teachers make better use of information about pupils' learning than was the case at the time of the previous inspection. They use a wide range of information about pupils' learning and development to monitor pupils' progress, including pupils' work, records of behaviour and informal discussions with pupils in lessons and around the school. As a result, leaders and teachers have a clear understanding of pupils' individual needs and are able to respond quickly if pupils require extra help.
- The curriculum is broad, varied and engaging. Pupils study a variety of subjects and courses that prepare them well for their future lives. Leaders and teachers pride themselves on tailoring the curriculum to support individual pupils' needs and interests, and rightly so. The curriculum prepares pupils very well for their future lives.
- Arrangements to support pupils when they leave the school are carefully constructed and take each pupil's needs into account. As a result, every pupil leaves the school with an individual plan that supports them very well as they take the next step in their education.
- Regular opportunities for pupils to discuss thought-provoking and sometimes challenging issues are built into the daily life of the school. As a result, pupils learn how to articulate their thoughts and ideas confidently and sensitively. For example, during the inspection, some of the oldest pupils discussed equal rights for lesbian, gay and bisexual (LGB) people with impressive maturity and sensitivity, confident in the knowledge that adults and classmates would value and respect their views.
- Improvements in the quality of teaching since the previous inspection have ensured that pupils continue to learn well. However, leaders recognise that pupils make stronger progress in some subjects, including English, mathematics and science, than they do in others, such as history and geography. They have already identified the need to ensure that pupils of all abilities achieve equally well across all subjects.
- Leaders make sure that the independent school standards are met.

### Governance

- Governance is provided by the quality assurance team, whose members bring a wide range of skills and expertise to their roles in supporting and challenging school leaders. They ask leaders perceptive and searching questions and, as a result, are very well informed about the school's performance. Although it is still relatively early days, the team has already introduced greater scrutiny, challenge and accountability for school

leaders. For example, in the past few months, the team has begun working with leaders to review the curriculum and the use of assessment and has considered the impact of future developments on staff workload.

### Safeguarding

- The arrangements for safeguarding are effective.
- Leaders give careful thought to pupils' safety. They make sure that pupils are able to learn and play in a well-organised, attractive and safe environment. As a result, pupils are able to move between lessons, and between different areas of the school, safely and securely.
- The school is well equipped to cater for pupils' academic and special educational needs. Well-established procedures at the start and end of the school day ensure that pupils are able to enter and leave the school safely.
- The school's open culture ensures that adults are confident about asking questions and happy to seek advice whenever they have concerns about a pupil's welfare. Adults make sure that pupils feel comfortable about expressing their thoughts and views in a safe and supportive environment.
- The experienced designated safeguarding lead provides timely advice for members of staff. He has established good links with parents and agencies, including with the local authority designated officer.
- In recent months, the school has introduced a secure centralised system for recording and monitoring information about pupils' safety, behaviour and attendance. As a result, leaders are much clearer about underlying trends and are able to support individual pupils more effectively.
- Adults know all the pupils very well. They pay close attention to pupils' safety during lessons and make sure that pupils use equipment safely during lessons such as those in science and design technology.
- The school's safeguarding policy reflects government requirements and is published on the school's website.

## Quality of teaching, learning and assessment — Good

- Teachers work hard to ensure that learning is meaningful, purposeful and relevant to pupils' experiences. For example, recent work in science on nutrients was used well to develop pupils' wider understanding of healthy eating, the importance of making sensible food choices, the impact of poor nutrition on health, and the role played by the advertising industry. As a result, pupils enjoy learning and develop a breadth of understanding that prepares them well for their future lives.
- Well-established assessment procedures ensure that teachers secure an accurate view of pupils' starting points on joining the school. Adults continuously evaluate pupils' learning and adapt teaching according to pupils' individual needs. Any gaps in pupils' knowledge and understanding when they first join the school are addressed thoroughly. Once this has been achieved, pupils' learning accelerates.
- The school's focus on the teaching of reading, spelling, handwriting and speaking ensures

that pupils make strong progress in the development of literacy and language skills. This ensures that pupils are able to access learning across the curriculum with increasing success.

- Consistently effective science teaching across the school ensures that pupils are equipped with reliable science knowledge and skills. Adults provide skilful support for pupils during lessons and give pupils increasing responsibility for their own work. As a result, pupils become proficient in completing investigations. During the inspection, for example, some of the older pupils worked with great concentration while following written instructions in order to complete a chromatography experiment successfully.
- The school is committed to equipping pupils with nationally accredited qualifications by the time they leave the school, and teaching prepares pupils well for examinations. Teachers make sure that pupils become familiar with the content and layout of test papers and that they are comfortable about tackling examination questions. Teaching is peppered with helpful reminders about how pupils can achieve well in examinations, such as 'make sure you add a title to your graph,' and, 'remember to record your workings', particularly in the older classes.
- Teachers and teaching assistants work very effectively together to support pupils' learning and development. They establish caring and positive relationships with their pupils and lead by example. Pupils say that their teachers are friendly, fair and understanding.
- Effective and well-established teaching in some subjects, including in English, mathematics and science, ensures that pupils in all year groups, including the sixth form, make strong progress. However, the teaching of history and geography is underdeveloped and so pupils, including the most able, make less progress in these subjects.

## Personal development, behaviour and welfare — Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils understand why they need to take care when using the internet. They know that the school's filter systems ensure that they can use the internet safely in school. However, they also know some of the steps they can take to keep themselves safe when using the internet at other times, including blocking and reporting any inappropriate content.
- The school works closely and constructively with parents and carers and with agencies to support pupils' growing independence. For example, the local authority provides training that equips pupils with the knowledge, skills and confidence to use public transport safely where appropriate.
- Pupils develop a good understanding of British values. They are kind to each other and learn to be tolerant and respectful towards others. They are understandably proud of their achievements and enjoy roles of responsibility, such as serving on the school council.
- Regular physical education and access to spacious outdoor areas around the school premises help pupils to keep fit and healthy. Organised games during breaktimes, such as

football and basketball, enable pupils to develop skills such as teamwork, patience, resilience and fitness while having fun with their friends.

- The school is very successful in helping pupils to develop ambitions and aspirations for the future, and provides good-quality careers advice, including for students in the sixth form. For example, the school works hard to identify suitable work experience for pupils, such as working in a cafe or helping in a local farmers' market. However, leaders are keen to extend careers advice and work experience opportunities even further to provide the best possible support for pupils of all interests and abilities.
- Pupils are clear about how work experience will help them to develop personal skills, such as confidence in speaking with members of the public. One pupil said, 'I was very shy when I came to this school, but now I know everyone!'

### Behaviour

- The behaviour of pupils is good.
- Pupils are keen to please, and follow adults' instructions quickly. Pupils say that the classroom expectations mean that everyone is clear about how to behave, and they feel that most pupils follow the rules. Pupils get on very well together and respect adults.
- Breaktimes provide pupils with valuable opportunities to build relationships and to develop personal and physical skills through a range of enjoyable activities.
- Adults give friendly and skilful support for pupils during breaktimes. They provide strong role models for social interaction and work together effectively as a team. Adults are alert to pupils' needs and respond sensitively to any concerns or issues.
- The school works closely with parents to ensure that pupils are supported effectively when they join the school. Pupils' attendance improves quickly as they settle into school life, make friends and re-discover an interest in learning. An engaging curriculum, including a range of trips and visits, contributes well to pupils' growing enjoyment of school.
- Pupils usually work in a quiet, focused and purposeful manner during lessons. However, sometimes one or two pupils lose focus and their progress falters.

## Outcomes for pupils — Good

- Many pupils have had an unsettled time in education prior to joining the school. As a result, they often have substantial gaps in their knowledge, understanding and skills that hamper their learning. Carefully focused teaching ensures that pupils quickly make up for lost time. As a result, pupils rapidly grow in confidence and self-esteem.
- The work in pupils' books illustrates the strong learning journey they make in English, mathematics and science. Pupils learn how to use different formats to present text, information and results clearly for a range of purposes and audiences. In mathematics, pupils tackle number problems with increasing confidence as their number knowledge grows. Their growing understanding ensures that they are able to reason and to explain their thinking effectively when completing mathematical tasks.
- The older pupils, including students in the sixth form, achieve a range of qualifications,

including functional skills and GCSE qualifications. Most go on to study courses in colleges of further education in subjects such as bricklaying, computing and catering.

- Pupils are keen to learn. They complete tasks with care, work neatly in their books and take increasing responsibility for the quality of their work. In English, for example, pupils learn how to check and correct any spelling errors for themselves, while in mathematics they learn to record their workings clearly and systematically. Skills such as these ensure that pupils are well prepared for the next stage of their learning and are more able to perform to the best of their ability in examinations.
- The completion of investigations and experiments plays a central role in developing pupils' scientific knowledge and understanding throughout the school. As a result, pupils develop an increasing understanding of how to use skills such as variables, predictions, results and hypotheses when completing experiments.
- Students in the sixth form make the same impressive progress as pupils in other year groups. All students achieved nationally accredited qualifications at the end of the sixth form in 2019.
- While pupils achieve well in most subjects, they learn less well in others, most notably in history and geography. This is the case for all groups of pupils, including for the most able.

## School details

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| Unique reference number | 135438 |
| DfE registration number | 886/6123 |
| Inspection number | 10091642 |

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.

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| Type of school | Other independent special school |
| School category | Independent school |
| Age range of pupils | 7 to 19 |
| Gender of pupils | Boys |
| Gender of pupils in the sixth form | Boys |
| Number of pupils on the school roll | 58 |
| Of which, number on roll in sixth form | 2 |
| Number of part-time pupils | 0 |
| Proprietor | Carmichael Education Limited |
| Chair | David Hillier |
| Headteacher | Carla Lorne |
| Annual fees (day pupils) | £23,400 to £36,000 |
| Telephone number | 01227 738000 |
| Website | www.hopeviewschool.co.uk |
| Email address | Headteacher@hopeviewschool.co.uk |
| Date of previous inspection | 13–15 September 2016 |

### Information about this school

- Hope View is an independent day special school, which opened in November 2007. The school is located in Chilham, a village close to Canterbury in Kent.
- The school is owned and operated by Carmichael Education Ltd. The company was founded by the headteacher and her husband, who is the deputy headteacher.
- The school is registered for up to 60 boys between the ages of seven and 18 years. Pupils

have behavioural, emotional and social difficulties, and autism spectrum disorder.

- There are currently 58 pupils on roll. Nine are looked after by their local authorities and in foster care in the vicinity of the school.
- All pupils have an education, health and care plan. They are placed at the schools by various local authorities.
- The school does not use alternative provision. However, pupils regularly attend registered providers locally, such as Chalkhill Farm and Catch 22, as part of the curriculum and post-16 provision provided by the school.
- The school aims to provide 'a learning environment which encourages the highest level of personal attainment and achievement so that all individuals fulfil their potential'.
- The school's last standard inspection took place in September 2016, when its overall effectiveness was judged good.
- The school's quality assurance team was established in January 2019 and provides governance for the school.
- Pupils go on to attend a number of colleges of further education when they leave the school, including East- and Mid-Kent Colleges and Canterbury College.

## Information about this inspection

- The inspector observed learning in a wide range of lessons and activities. All observations were conducted jointly with the headteacher.
- The inspector met with a number of senior leaders, including the headteacher and the assistant headteacher. She also met with middle leaders and with three members of the school's quality assurance team.
- The inspector met with a group of pupils during the inspection.
- The inspector analysed a sample of pupils' work, as well as looking at pupils' work during lessons.
- The inspector considered a range of documents, including school improvement plans, safeguarding documents, policies, and information about pupils' behaviour over time.
- The inspector considered the views expressed by 13 parents in Ofsted's online questionnaire, Parent View. She also took account of eight free-text comments.

### Inspection team

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| Julie Sackett, lead inspector | Ofsted Inspector |

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