



Lewis Charlton School

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Does the school meet the requirements for registration?

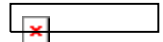
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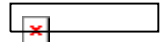
Does the school meet the requirements for registration?

School details

Introduction and summary

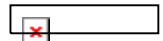


Purpose and scope of the inspection



This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

Information about the school



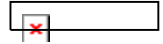
Lewis Charlton School is an independent special school for residential and day pupils. It can cater for up to 12 pupils of both genders between 10 and 16 years of age. It opened in September 2003. It provides weekly boarding facilities for up to 6 pupils. Each pupil has a statement of special educational need (SEN) which identifies emotional and behavioural disorders as the primary concern. Prior to their placement at the school many pupils have had extended absences from other schools in their home area and all have experienced high levels of failure within the education system. Their home authority funds all pupils, with the majority of these being from the Midlands.

The school is situated in the centre of Ashby de la Zouch and occupies a former domestic residence. The premises have been considerably extended to make residential and educational provision.

The establishment is subject to regular inspection by the Commission for Social Care Inspectorate and it received a good report when last inspected in March 2004.

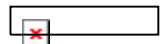
The school aims to provide therapeutic education within an ethos of co-operation, mutual support and discussion. In this way it works to confront difficulties which the pupils have experienced in mainstream or other sectors of education. Pupils are encouraged to take personal responsibility for their learning and social development.

Summary of main findings



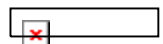
Lewis Charlton school is a good school with considerable strengths. It achieves its primary aim of re-engaging pupils in the process of education and enables them to make good progress and be successful in their academic and social development. Pupils' behaviour is managed fairly and the practice is consistent. The quality of teaching is good overall. A well planned curriculum and very good assessment practice further enhance pupils' learning. The school's proprietor and senior managers have developed a strong ethos of care linked to good academic achievement.

What the school does well



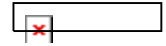
- it provides good teaching across the full range of the curriculum and enables pupils to achieve well;
- its staff make very good provision for the spiritual, moral, social and cultural development of pupils and successfully engage pupils in self-assessment processes which develop their personal qualities;
- its staff work as a skilled team and using their considerable expertise and consistent approaches enable pupils to better manage their behaviour;
- it enables pupils to take advantage of an extended school day during which they can develop their social skills and build friendships;
- it encourages pupils to be supportive of one another and consider the effect on other people of what they do; for example, whole-school council meetings enable pupils to have a voice in the running of their school and this increases their sense of responsibility; and
- it gives pupils a high quality residential setting in which they can flourish by feeling at home.

What the school must do in order to comply with the regulations



- ensure that the admission register contains all the required detail;
- make checks on all staff prior to their appointment which confirm their identity, professional qualifications and medical fitness;
- include in its prospectus information about the arrangements for discipline and exclusions; and
- where pupils are funded by local authorities, provide an annual account of income received and expenditure incurred for each pupil to the local authority and, on request, to the Secretary of State.

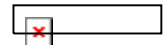
What the school must do to comply with the Disability Discrimination Act (DDA) 2002



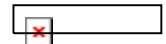
In order to comply with the requirements of the DDA, the school should:

- o devise a three-year plan to improve the accessibility of the premises.

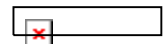
Compliance with the regulations for registration



1. The quality of education provided by the school



The quality of the curriculum



The school succeeds in its aim of providing a broad and balanced curriculum. It offers all subjects of the National Curriculum for secondary aged pupils. Each subject is supported by an appropriate scheme of work which enables teachers to provide learning in the most apt way for each pupil. The curriculum fulfils the more general requirements of pupils' statements of special educational need.

Provision and planning for English and mathematics are effective. They take full account of the wide range of pupils' attainments. Provision for science and design and technology is satisfactory, though both subjects are limited by the facilities available. The quality of the physical education (PE) curriculum is good. Much of this takes place away from the school. The facilities used are close by and little time is lost. There is a good programme of visits which support all aspects of the curriculum as well as pupils' personal development. The humanities project on Ashby de la Zouch called on pupils to put into practice many of their academic and organisational skills. The curriculum and planning for information and communication technology (ICT) are of good quality and pupils acquire relevant skills as they grow older. Planning for its use is less evident in other subjects of the curriculum.

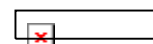
The personal, social and health education (PSHE) curriculum is good and includes an appropriate range of topics which develop pupils' self-esteem and covers relationships with others and sex education. Citizenship and living in a community are integral to the ethos of the school and opportunities for their development are provided successfully through formal lessons as well as group discussions. In addition to its normal provision the school also offers day pupils, opportunities to take part in an extended school day. This encourages them to broaden their social skills further by taking part in the evening activities available to residential pupils and so build up friendships which flourish in the school.

The school places a strong emphasis on pupils' self-management skills. It encourages them to become fully responsible for their behaviour and helps them do this through themes discussed in daily assemblies, as well as individual support. The provision for personal development within the curriculum is very good. Staff use many opportunities to develop in pupils a mature and considered

view of life. In religious education (RE) pupils are confronted with the debate about the effect of drugs and alcohol on their bodies. They are challenged to consider how this is a contravention of the Christian notion of their 'body as a temple' or as in Sikhism that 'God is in your breath'. The school council meets each half term. Pupils are encouraged to chair the meeting when an item they have proposed is put forward for debate. The quality of discussion in these meetings is good and shows pupils to have mature attitudes and a good understanding of fairness. Pupils draw on topics studied in other lessons, such as citizenship, to support their arguments. In this way pupils show they can bring together other aspects of their learning.

All pupils have a statement of SEN and the requirements of these are provided for. All pupils have appropriate access to the academic curriculum, which is enhanced through small group or individual tuition. Where pupils have specific needs these too are provided for, for example through access to the school's psychotherapist.

The quality of the teaching and assessment



The quality of teaching and learning is good overall. Teaching in English, mathematics, art, ICT, RE and PE is particularly good. The good teaching reflects a good mix of experience and expertise. Most teachers are part-time but their contributions are managed in such a way that they contribute effectively to the needs of the pupils. Results from the parents' questionnaire completed before the inspection, show that they unanimously believe teaching to be good. This view is upheld by pupils who think the teaching enables them to learn and make progress.

Where teaching is most effective teachers set pupils very clear expectations about what they need to learn within individual lessons. In English, for example, pupils rose to the challenge of understanding why a particular piece of prose gained the highest marks in a recent GCSE examination. Expectations are further reinforced by tasks which are both challenging and closely linked to the subject of the lesson.

The behaviour of pupils is often demanding but the expertise of the teachers enables them to manage this successfully. Most pupils emerge from lessons with positive achievements. This successful management of behaviour is accomplished primarily through the quality and level of challenge within the lessons. It is complemented by the very good relationships which teachers have with pupils. Teachers remain calm in the face of quite difficult behaviour by individual pupils. This has the effect of signalling to other pupils that their role in the lesson is to keep learning.

There is very good teamwork among all staff. They set very good examples to pupils through their co-operation with each other and this enables the pupils to receive the individual help they need. Classrooms remain calm places where learning proceeds apace. Where pupils feel unable to continue, or their behaviour becomes too extreme, there are clear procedures in place which provide good support. These enable pupils to rejoin lessons in the shortest possible time. The consistent responses of staff to such difficult behaviour contribute to the good progress pupils make in managing their own behaviour.

The learning undertaken by pupils is not confined to the classrooms. The school provides a very good PSHE curriculum from which pupils benefit and which affects other aspects of their daily life around the school. For example, in one of the daily assemblies the staff and pupils spoke about the Christmas traditions of other countries. This particular meeting focused on the German tradition of putting outside the house shoes to attract gifts from St Nicholas. All pupils entered into the spirit of this tradition and were able to understand the different Christmas traditions in other countries.

Most pupils are provided with opportunities to complete homework. However, the results of the questionnaire completed before the inspection, show that just under half of all pupils who responded feel that this helps them in their studies.

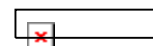
The school has very good assessment procedures. On admission to the school pupils are individually assessed against a range of academic and social criteria. These result in accurate pupil profiles which are used to construct individual education and care plans (IECPs). The targets contained in these are measurable and allow the school to keep a very clear understanding of the progress made by individual pupils. The IECPs are regarded as working documents and all staff write detailed notes about all aspects of each pupil's development. The summative information, from each of these, results in the school being able to report milestones of progress accurately. The assessment process is underpinned by the inclusion of pupils in their own evaluations. At the end of each lesson pupils are required to summarise what they have achieved in terms of their attitude and outcomes to their work. Teachers also similarly assess each pupil. The value in these observations is that all are straightforward. Where attitudes of pupils are unsatisfactory, teachers are prepared to say so. This enhances the quality of the whole process and demonstrates to pupils the value of honest assessment.

Pupils' basic skills in literacy and numeracy are developed through the use of a commercial software package, which also includes an assessment component. Data from this indicate that pupils make at least satisfactory progress in these skills. Some older pupils have successfully moved beyond the requirements of this package and are now following courses leading to GCSE accreditation.

Does the school meet the requirements for registration?

Yes.

2. The spiritual, moral, social and cultural development of pupils



Provision for pupils' spiritual, moral, social and cultural development is very good. Opportunities are provided for pupils to be reflective and think about how their attitudes and behaviour may affect themselves and others. The newly-developed multi-sensory room and a designated quiet room are also used for this purpose, which assists their spiritual development.

Teachers provide good role models for pupils' moral development. By example and encouragement, they enable pupils to make appropriate choices as well as take responsibility for their actions. Pupils come to value the interaction with staff and are able to accept praise and criticism. Overt sanctions are infrequent because interactions are based on mutual respect, freely given. Straightforward communication is used. Consequently, pupils develop their knowledge, self-esteem and confidence. The school provides a well-articulated sex education programme which highlights moral issues and relationships.

The range of activities, both within and outside school, makes a very positive contribution to pupils' social development. The citizenship curriculum provides very good opportunities for pupils to learn about rules and laws, and rights and responsibilities. A sense of community is successfully encouraged. The school council provides pupils with a forum where they can express their views, but also listen to those of others. The agendas for these meetings indicate that pupils use the council to discuss matters of substance which affect the running of the whole school.

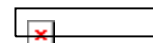
Cultural opportunities are good. Pupils enjoy themed activities by which they experience the music, food, costumes and customs of other countries. They have celebrated a Caribbean evening and a Canada day. With the approach of Christmas they are looking at different European Christmas traditions. Through RE lessons they learn about different cultures and faiths. The staff themselves represent a range of cultures and faiths. They are unselfish in sharing personal experiences and enable pupils to understand the richness of traditions in other countries.

There is a significant difference in the maturity and attitudes of those pupils who have been at the school for the longest time, compared to those who have recently joined. These older pupils are developing into thoughtful young adults.

Does the school meet the requirements for registration?

Yes.

3. The welfare, health and safety of the pupils



The school provides good quality care in both the residential and day settings. There are many effective procedures in place which ensure the safety and welfare of pupils but the most significant strength is the vigilance and commitment of the staff. All staff are aware of the needs of individual pupils and work closely to the recommendations and targets in IECs. The questionnaire circulated to pupils before the inspection indicated they feel safe at the school and that staff deal effectively with instances of bad behaviour. Parents were also unanimous in their view that staff respect their children and treat them fairly. Their confidence is justifiable.

The behaviour management policy is firmly rooted in positive interventions and rewards. The system, not based on any single approach, is underpinned by high expectations of pupils' behaviour. Where pupils fall short of these expectations they are challenged about their behaviour and supported in bringing it under control in a dignified and respectful way.

Record books relating to physical interventions and serious incidents are kept in line with regulations. The recording and analysis of incidents of misbehaviour are meticulous. Record books are used to inform future responses to behaviour as well as engage pupils in discussions about their behaviour.

The headteacher is the named person with responsibility for matters of child protection. Her training for this position is now due for updating. The school maintains an admission register but it does not include all the detail required by the regulations. The daily attendance register is completed appropriately.

The school has effective systems for the health and safety of pupils as well as responses to medical or First-Aid needs. Policies and procedures for visits away from the school are thorough, with risk assessments duly completed. The school is currently undertaking an audit of access in compliance with the DDA, but as yet it does not have an action plan in place.

Does the school meet the requirements for registration?

The school meets all but one of the regulations.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

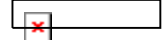
- ensure that details in the admission register are completed in accordance with requirements (paragraph 3(9)).

What does the school need to do to comply with the DDA?

In order to comply with the requirements of the DDA the school should:

- devise a three-year plan to improve the accessibility of the premises.

4. The suitability of the proprietor and staff



The staff of the school comprises the proprietor, who is also the head teacher and seven other qualified teachers. In addition there is one unqualified teacher who provides specialist skills in design and technology. Clearance for all staff has been obtained from the Criminal Records Bureau but records for education and care staff are not on file relating to identity, medical checks or professional qualifications.

Does the school meet the requirements for registration?

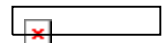
No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- ensure that prior to appointment checks are carried out on all staff in respect of their identity, professional qualifications and medical fitness (paragraph 4(c)); and
- where staff who care for or are in charge of children in boarding accommodation their appointment should comply with Standard 27 of the National Minimum Standards for Residential Special Schools (paragraph 4(d)).

5. The suitability of the premises and accommodation



The premises and small grounds are very well maintained and are suitable for their purpose. Since its original move to the premises the school has undertaken a substantial building extension programme and these are now bright and cheerful facilities in which pupils learn. Although small overall, the school provides three classrooms of generous size. There are also specialist facilities such as a sensory room, quiet room and medical room. Specialist teaching facilities are limited. Science, for example is carried out in a multi-use room. There are no facilities for PE; however, the school hires community facilities which are very close by.

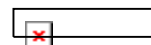
The residential accommodation is of very good quality. Each of the five pupils currently in residence has his or her own room, which is decorated according to their choice. On arrival at the school, resident pupils are provided with a budget within which they choose furniture for their room. With the exception of the bed, pupils take this furniture with them when they leave. Elsewhere in the residence the fittings and furniture are of very good quality, reflecting a homely atmosphere which pupils respect.

There are attractive and informative displays all around the school. The majority of these comprise work which the pupils have completed.

Does the school meet the requirements for registration?

Yes.

6. The quality of information for parents and other partners



The prospectus provides most of the required information for parents and other interested parties. However, information about the school's policies for discipline and exclusions is missing. Annual reports provide a clear overview of each pupil's academic and social progress. The school does not provide an annual account of income received and expenditure incurred to each of those authorities who fund pupils at the school.

Does the school meet the requirements for registration?

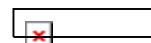
The school meets most of the regulations.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- o include in its prospectus information about the arrangements for discipline and exclusions (paragraph 6(2)(e)); and
- o provide to referring local authorities an annual account of income received and expenditure incurred in respect of each pupil funded by them (paragraph 6(7)).

7. The effectiveness of the school's procedures for handling complaints

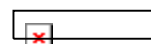


The school has a complaints policy which clearly sets out the procedures and responsibilities it will follow, as well as the timescales within which any complaint will be managed. It fully meets requirements. A simpler version of this is provided to all pupils.

Does the school meet the requirements for registration?

Yes.

School details



Name of school:	Lewis Charlton School		
DfES ref number:	855/6020		
Type of school:	Special day and residential school for pupils with emotional, social and behavioural difficulties		
Status:	Independent		
Age range of pupils:	11 - 16 years		
Gender of pupils:	Mixed		
Number on roll (full-time pupils):	Boys 7,	Girls 3,	Total 10
Number on roll (part-time pupils):	Boys 1,	Girls 0,	Total 1

Number of boarders:	Boys 3,	Girls 2,	Total 5
Number of pupils with a statement of special educational need:	Boys 8,	Girls 3,	Total 11
Annual fees (day pupils):	£39,900 - £43,800*		
Annual fees (boarders):	£73,500 - £77,400*		
Address of school:	North Street Ashby de la Zouch Leicestershire LE65 1HU		
E-mail address:	lewischarlton@btconnect.com		
Telephone number:	01530 560775		
Fax number:	01530 563013		
Headteacher:	Mrs Georgina Fudge		
Proprietor:	Mrs Georgina Fudge		
Lead Inspector:	Mr Tom Smith AI		
Dates of inspection:	6 - 8 December 2004		

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