

# Chailey Heritage School

## Inspection report

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<b>Unique Reference Number</b>	114682
<b>Local Authority</b>	East Sussex
<b>Inspection number</b>	338422
<b>Inspection dates</b>	29–30 September 2009
<b>Reporting inspector</b>	Mike Kell

This inspection of the school was carried out under section 5 of the Education Act 2005.  
The inspection of social care was carried out under the Care Standards Act 2000.

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<b>Type of school</b>	Special
<b>School category</b>	Non-maintained special
<b>Age range of pupils</b>	3–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	72
Of which, number on roll in the sixth form	26
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	William Shelford
<b>Headteacher</b>	Simon Yates
<b>Date of previous school inspection</b>	5 May 2007
<b>School address</b>	Haywards Heath Road North Chailey Lewes BN8 4EF
<b>Telephone number</b>	01825 724444
<b>Fax number</b>	01825 723773
<b>Email address</b>	schooloffice@chs.org.uk

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<b>Age group</b>	3–19
<b>Inspection dates</b>	29–30 September 2009
<b>Inspection number</b>	338422

**Boarding provision****Social care Unique Reference Number**

SC396813

**Social care inspector**

Elizabeth Driver

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons, and held meetings with governors, school staff, staff from other agencies, parents and groups of pupils. They observed the school's work, and looked at a wide range of documentation, such as the safeguarding policy and procedures; assessment data and records of serious incidents; monitoring information; improvement plans; and 18 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how the residential provision broadens pupils' learning experiences and supports their learning
- the rigour of target setting, tracking and assessment procedures used to monitor and evaluate pupils' attainment and progress
- governors' role in challenging the school and contributing to its strategic direction based on their first-hand knowledge of its work
- equality of opportunity for all, based on analysis of the performance of different groups of pupils.

Two social care inspectors inspected the residential provision at the same time as the school was inspected. Their findings are published as a separate report, although some of their findings are made reference to in this report.

## Information about the school

As the school offers boarding provision, it takes pupils from many local authorities over a wide geographical area. Over half of the pupils are resident in six bungalows. Pupils come from a range of social and economic backgrounds. All pupils have a statement of special educational needs as all of them have complex physical and medical needs, with associated learning difficulties. There are few children in the Early Years Foundation Stage.

There have been changes since the previous inspection report. Since September 2009, the school has become a registered children's home as well as a residential special school. Consequently, some pupils are now resident for 52 weeks a year and a few remain beyond the age of 19. The school is developing a Young Adults' Transition Service for these post-19 adults. The management structure has also changed. The headteacher has become the principal and the deputy headteacher has been promoted to headteacher.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**2**

### Main findings

Chailey Heritage School meets the complex learning and personal needs of its pupils exceptionally well. The good residential provision contributes well to pupils' personal outcomes. The school provides a good level of care, guidance and support with many aspects of provision being exemplary, such as infection control procedures and hygiene facilities. Safeguarding procedures are good.

Children get off to a flying start in the Early Years Foundation Stage. They have low skills when they enter the school but a very lively and buzzing environment soon gets them moving forward. They make rapid gains in learning important communication skills and in their physical development. Standards of attainment are low throughout the school reflecting the severity of the pupils' special educational needs and/or difficulties. However, a combination of outstanding teaching, excellent curriculum, accommodation and resources ensure that all pupils learn and progress at an outstanding pace. Some primary-aged pupils spend part of their time in a local school working, learning and playing alongside their mainstream peers, and a few post-16 students attend a local college. Opportunities to assess learning are sometimes missed.

The pupils' impressive academic progress is matched by their development as young people. Their personal outcomes are outstanding, whether it is in their growing awareness of how to maintain a safe and healthy lifestyle or their expertise in travelling safely and independently in a wheelchair. Pupils are prepared extremely well for leaving school and the boarding provision makes a very good contribution to this. Excellent links between school staff and residential care staff ensure consistent approaches in the management of behaviour and the extension of learning opportunities beyond the school day.

Leaders and managers establish outstanding partnerships with colleagues from other agencies and other organisations, and they forge good links with parents/carers. Procedures for self-evaluation underpin the school's understanding of relative strengths and weaknesses. Assessment data is analysed and the performance of individuals and some groups is examined. However, this procedure does not elicit all the pointers that it might in enabling leaders to make the most informed judgements about every single pupil's progress. Governance is good because governors keep a close eye on the school's work. They, and the school's leaders, have a good capacity to sustain quality while driving forward further improvements.

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

- Make even more precise judgements of pupils' progress by:

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- taking more accurate account of pupils' specific attainment levels at the beginning and end of set periods of time when measuring progress
- ensuring that there is no difference between the performance of different groups of pupils
- Embed consistently the best examples of assessment planning and practice throughout the whole school.

**Outcomes for individuals and groups of pupils****1**

Pupils' achievements are outstanding despite the fact that standards are inevitably low. Their rate of learning proceeds at such a cracking pace that they make outstanding progress. A major reason for this is that pupils are extremely well taught and learning is supported by high quality resources. The combined efforts of all those working with each pupil ensure that their mobility, communication and intimate personal needs are met extremely well. This attention to detail has many positive outcomes for pupils. They are confident, independent and self-sufficient. Pupils make excellent progress in the acquisition of literacy and numeracy skills as well those to further their independence such as cooking, seeing to their personal needs and understanding the world around them.

Pupils do a great deal to help themselves. For instance, they work hard in swimming and succeed in achieving wheelchair proficiency awards. They make exceptional progress in learning about how to stay safe and healthy as well as the everyday routines of cutting up their own food, cleaning their teeth and tasting new foods. Pupils have fun at school and thoroughly enjoy being there. Their behaviour is exemplary and they contribute very well to the school and wider communities insofar as they are able. For instance, pupils represent their classmates on the school council, support each other around the school, and become involved with local and national charity events. Their social and moral development is excellent. Exceptional on-site clinical staff and facilities enable pupils with complex medical conditions to continue attending school. A high rate of attendance and pupils' very good achievements prepare pupils extremely well for leaving school. All of those who left Year 11 this year went into continuing education or training.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Overall, teaching is excellent. Teachers know their pupils' many and varied needs extremely well and, in the vast majority of lessons, teaching assistants are fully briefed about their roles. Teachers plan meticulously, using assessment information about pupils' previous achievements, to develop activities for the next stage in their learning. When teaching is of such high quality, teachers plan activities that are tightly linked to pupils' longer-term targets. Carefully sequenced small steps in learning result in the achievement of longer-term goals. However, this is not consistent across the whole school. Variation exists in the quality of assessment, planning and practice, such as in individual education plans. A range of communication aids and approaches give pupils access to a full range of activities. High expectations and challenge encourage rapid learning.

An error in the recording of medication identified during the inspection does not detract from some exceptional features of care, guidance and support. Some of these aspects underpin teachers' ability to plan and deliver such effective lessons. Therapists and clinical staff work with pupils day in, day out, and so exercises and routines become very well established. In addition, they and technicians ensure that pupils have access to the physical resources that best meet their needs, such as standing frames and wheelchairs. Exceptionally close working partnerships between these groups and the multi-disciplinary support and guidance are integral ingredients for accelerating learning. Pupils' limited mobility is not allowed to diminish the quality and range of learning activities that they experience. The curriculum is outstanding because it develops literacy, numeracy and ICT skills directly and then gives pupils the opportunity to

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consolidate them and to develop new ones through a feast of activities. In addition to regular in-school subject-based lessons and topics, there are regular educational visits into the community as well as a residential visit to an outdoor education centre. Learning is enriched through focused whole-school curriculum events, such as French and science days, and by creative approaches to delivering activities, such as multi-sensory resources, the pond and the secret garden. The curriculum is planned very well to make it appropriate to pupils’ ages. Therefore, older secondary-aged pupils follow an appropriate individual work-related learning programme and they acquire accreditation via entry level certificates and units of the Unit Award Scheme.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Chailey Heritage is a large and complex organisation, with many tiers of management. Excellent leaders knit together the expertise and skills of professionals from different disciplines to contribute to the holistic programme of education and care. Such close and open professional cooperation ensures equality of opportunity for every single pupil. There is an expectation that every pupil has the right to the very best possible provision. All pupils are treated with dignity and respect. Inter-school links between disciplines is mirrored outside the school as leaders have successfully built up very strong partnerships with other organisations to the benefit of all pupils and students. The school makes a good contribution to promoting community cohesion. Potential barriers to learning within school are dismantled and, insofar as is possible, two-way community links are promoted. The local scout group meets at the school, for example, and Chailey Heritage pupils participate. The school has developed a link with a school in India, but it recognises that it can do more in this respect and has, therefore, already drawn up an action plan. Safeguarding procedures have many outstanding features, for example, the school has established highly effective communication channels between individual pupil’s key workers and teaching assistants.

The outcomes of a very effective cycle of self-evaluation procedures are used very well to effect change. Leaders have an excellent focus on raising standards and driving forward improvement. Governors make a good contribution in this respect, providing a good balance of support and challenge. Self-audit includes leaders’ monitoring of pupils’ achievements. Leaders also evaluate the data to get an indication of pupils’ progress. This procedure allows a whole-school judgement to be made, but it is a blunt

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instrument. Analysis does not tease out the relative progress made by pupils with very different attainment levels. In addition, some groups may consist of only one or two pupils, such as with a particular ethnic origin, and so statistical analysis is invalid. The school does not experiment with other, circumstantial ways of assessment such as tracking learning by direct observation over an extended period.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children obtain maximum benefit from excellent Early Years Foundation Stage provision. Outstanding leadership and management ensure an extremely close working partnership between teachers, teaching assistants, therapists and parents. These vital links result in a consistent and concerted approach to supporting and guiding children’s development. Consequently, children settle very quickly when they enter the school. Although children’s skills on entry are low, they go on to make good progress in relation to their starting points. Many have outstanding achievement because staff have an excellent knowledge of each child’s specific and individual needs and so they provide children with learning activities that stretch them. Children have excellent relationships with adults and with other children, and their behaviour is exemplary. They are confident and grow rapidly in independence, being able, for example, to choose activities and with whom they would like to share them.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Sixth form

Good leadership and management ensure that students follow a good curriculum that is reviewed annually in response to the changing student population. It is well matched to students’ ages, capabilities and individual interests. It also offers choice. Students learn key literacy, numeracy and ICT skills alongside classmates of similar ability, but in the afternoon they choose options that include music, art, cookery and yoga. Students with the most profound difficulties follow a distinct curriculum that meets their very specific needs, while more capable students’ learning and personal development are extended very well through sessions at a local college. Students are well taught in a calm and supportive atmosphere. Relationships are outstanding and students are motivated by interesting practical activities. They use ICT extremely well as a communication aid and as a learning tool, such as when using switches and sound beams to compose music of the sea to express feeling. Students benefit greatly from the many opportunities that they have to develop independence and mobility, such as planning and taking part in visits.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Boarding provision

The residential provision was judged to be good and the national minimum standards were met. A full report on this provision is available on application to Ofsted.

## National Minimum Standards (NMS) to be met to improve social care

Not applicable.

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*This is the grade for the boarding provision*

<b>The effectiveness of the boarding provision</b>	<b>2</b>
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## **Views of parents and carers**

In a very small number of instances, parents express some concern over aspects of the school's work, such as communication with their child's bungalow staff or that learning seems too passive, but overall, parents are overwhelmingly supportive of the school. Comments such as, 'Chailey has exceeded what I would have expected', 'the school is very good at catering for children with extreme disabilities and medical high risk needs', and, 'I am very happy with everything the school provides – lots of stimulation and fun in a safe environment' are typical views. Inspectors agree with these positive comments.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chailey Heritage School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 18 completed questionnaires by the end of the on-site inspection. In total, there are 72 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	83	3	17	0	0	0	0
The school keeps my child safe	15	83	3	17	0	0	0	0
The school informs me about my child's progress	12	67	6	33	0	0	0	0
My child is making enough progress at this school	10	56	8	44	0	0	0	0
The teaching is good at this school	15	83	2	11	0	0	0	0
The school helps me to support my child's learning	9	50	9	50	0	0	0	0
The school helps my child to have a healthy lifestyle	12	67	6	33	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	44	10	56	0	0	0	0
The school meets my child's particular needs	16	89	2	11	0	0	0	0
The school deals effectively with unacceptable behaviour	8	44	9	50	0	0	0	0
The school takes account of my suggestions and concerns	11	61	7	39	0	0	0	0
The school is led and managed effectively	13	72	4	22	1	6	0	0
Overall, I am happy with my child's experience at this school	15	83	3	17	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 October 2009

Dear Pupils

Inspection of Chailey Heritage School, North Chailey BN8 4EF

Thank you for making us feel so welcome when we visited your school and a special thank you to those pupils who gave up their time to talk with us. We spent two very interesting days with you. We know that you really enjoy going to school and we can see why. Chailey Heritage is excellent. You go to school as often as you can and lessons are really good. You make excellent progress in your work.

You also develop well as young people. We were very impressed by your behaviour. You are polite and get on with each other very well. You know a lot about how to stay safe and healthy and you learn to become more independent. You told us that you feel safe. It was lovely to see so many of you enjoying yourselves in lessons. There was lots of laughter and fun.

Many of you stay at school overnight too. The staff in the bungalows help you in many ways to grow as young people.

The people who run your school do some jobs really well, such as working with your parents and local schools. They want to develop Chailey Heritage and make it even better and we have given them some suggestions as to how they can do this. They need to make sure that:

- all of you have made enough progress with your work every year
- all teachers know exactly how well every one of you is doing in your work.

Finally, thank you once again and I wish every one of you the best of luck for the future, especially if you are leaving school next year.

Yours faithfully

Mike Kell

Lead inspector

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