

Chiltern Tutorial School

Independent School

Inspection report

DCSF Registration Number	850/6063
Unique Reference Number	130310
Inspection number	330437
Inspection dates	21–22 January 2009
Reporting inspector	Elisabeth Linley HMI

This inspection of the school was carried out under section 162A of the Education Act 2002, as amended.

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended, the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

Chiltern Tutorial School was opened in 1995 by the proprietor and his wife, the headteacher. The school is located in the village of Otterbourne and has occupied its current premises in the Village Halls since 2001. Pupils are able to join Chiltern Tutorial School from the year in which they are seven until they are 11 years of age. There are now 23 pupils on roll and all pupils who attend have a specific learning difficulty (dyslexia) and some pupils have related problems such as dyspraxia and attention deficit order. The aim of the school is to provide a happy, supportive and caring environment in which children, who are not reaching their potential, will be motivated to learn.

Evaluation of the school

Chiltern Tutorial School provides a good quality of education for its pupils and successfully meets its stated aim. This outcome is recognised by parents and pupils who, in their pre-inspection questionnaires, were overwhelmingly supportive and full of praise for the school and its work. Chiltern Tutorial School very successfully provides pupils with strategies to increase their self-esteem and to acquire essential skills for learning. As a result pupils make good progress and some pupils made very good progress in their learning. The curriculum is good and meets pupils' individual and specific needs. Teaching and assessment are good. Pupils' progress is carefully monitored and aids intervention strategies effectively to ensure that all pupils experience success. Provision for pupils' personal development, including their spiritual, moral, social and cultural development is good. In particular, pupils' confidence and their belief in their own potential, is significant. Welfare, health and safety are good and reflect the very good care staff show to all individuals.

Quality of education

The curriculum is good and provides pupils with a broad-based and interesting range of subjects. All pupils have access to the National Curriculum which, together with the literacy and numeracy strategies, is modified to meet pupils' individual needs. When pupils start school they are assessed and an Individual Education Plan (IEP) is drawn up which is then reviewed every term. Pupils are set challenging targets that are matched to their individual needs and tracked through their IEPs. As a result of

the good quality work to support the pupils' prime difficulty of dyslexia, the vast majority of pupils make better progress in their literacy skills than might have been thought possible by parents. Parents confirm that their children's confidence in themselves and their subsequent achievement at school is significant. As a result, pupils are well prepared for their return to mainstream school when they leave Chiltern Tutorial School.

Pupils' learning is aided by good quality teaching and assessment. Pupils are taught in very small groups according to ability rather than age. The school focuses on multi-sensory teaching that takes into account the pupils' different learning styles. Much of what is taught is practically based and pupils respond very well to this style of learning. Lessons are interspersed effectively with direct teaching and independent activities. In particular, pupils benefit from teachers having good expertise in specific subjects, for example in English and science. As a result, pupils are engaged at all times and feel that learning is fun. Crucial to the style of teaching is the fact that mistakes are celebrated and used as a positive route to success. Pupils are therefore not afraid to take risks as they might have been in the past. On occasions, where teaching is satisfactory, teachers are so keen for pupils to succeed that they intervene a little too quickly and so pupils do not have long enough to try something for themselves. All staff take time to talk to pupils about the quality of their work. However, although marking is completed, it is not regular enough in its quality and does not consistently celebrate what has made the work good or how pupils might improve it still further.

Assessment is effective and encompasses a range of standardised tests. Information gathered is then used well to ensure that lessons meet pupils' needs. The good progress that pupils make is particularly evident in reading, phonics, mathematics and science. In 2008 all the pupils who took the end of Year 6 national assessment tests gained age expected results or better in science and mathematics. This was also the case for the majority of pupils who took the reading test, which given their starting points, shows the very good progress that they made. There are many opportunities for pupils to revisit learning in a variety of ways which supports this rapid rate of progress. In other areas of the curriculum pupils are gaining knowledge, skills and understanding as expected given their specific learning needs.

Spiritual, moral, social and cultural development of the pupils

The quality of provision for pupils' spiritual, moral social and cultural development is good. Pupils enjoy school immensely and this is demonstrated through their eagerness to learn, their good attendance and significantly improved self-esteem. The staff are committed to ensuring that pupils develop good interpersonal and social skills. Such high expectations result in pupils developing mature moral values. These are reflected in their good behaviour and courteous attitude towards one another and the adults they work with. Pupils take on a variety of responsibilities within the school as monitors and prefects. Older pupils are proud of how they help

others at break and lunch time. However, more opportunities would be welcomed by pupils to become involved in contributing their views. Whilst pupils have some awareness of other cultures globally through the work they carry out in the curriculum and occasional day visits, this is an area of the school's work that is not yet fully developed.

Welfare, health and safety of the pupils

Provision for safeguarding pupils' welfare, health and safety is good. At Chiltern Tutorial School, pupils join a community which is full of fun. It is a community that is underpinned by high expectations, clear routines and a high level of care; as a result, pupils say that they feel safe. Pupils are also aware of the importance of leading a healthy life style. Their healthy snacks are carefully monitored by a designated member of staff and pupils sit with staff to eat their lunch which in turn enables positive discussion about the importance of diet. Child protection procedures are clear and effective overall. However, some staff have yet to receive the appropriate training and the child protection policy needs updating to reflect one new element of the latest guidance. Procedures for completing fire, health and safety risk assessments are secure. All staff are made aware of pupils' individual health and medical needs. The designated member of staff for first aid has received up to date training and further training for other members of staff is to be arranged. The school has planned well to increase accessibility and will be drawing up a further plan to review the possibility of further improving access.

Suitability of the proprietor and staff

The school's recruitment procedures are in accordance with the regulations.

School's premises and accommodation

The school leases part of the Otterbourne Village Halls complex. Most of the lessons take place in the main hall and in two smaller teaching rooms adjacent to this. These teaching rooms form part of a very recent extension which has been built for the school's sole use. The school is well resourced and is bright and inviting for pupils and visitors. Staff and pupils have access to the connecting hall for games and other activities at agreed times. The outside play areas consist of a hard surface playground and a small field which is used in the summer months. The school meets all the required regulations.

Provision of information for parents, carers and others

The school provides a range of useful information for parents. A school prospectus and information pack outline all the required information which parents need and

makes clear the availability of the school's policies upon request. An informative website is also available for parents and others. The school does not currently provide an annual account of income and expenditure for pupils whose places are fully funded by the placing local authority.

Procedures for handling complaints

The school's procedures meet all the regulations. There have been no formal complaints this year.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ("the Regulations"), with the exception of those listed below:

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- Ensure that all teachers receive child protection training and the child protection policy reflects what action should be taken if an accusation should be made against a member of staff (paragraph 3(2)(b)).

The school does not meet all requirements in respect of the provision of information for parents, carers and others (standard 6) and must:

- Submit an annual account of income received and expenditure incurred by the school in respect of any pupil whose place is funded partly or wholly by the local authority (paragraph 6(7)).

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- Improve the quality of marking so that it consistently celebrates what pupils do well in their work and what they could do to improve it further.
- Extend the ways in which pupils' views can be collected so that they are able to contribute regularly to the work of the school.
- Consider and implement ways in which pupils' knowledge and understanding of different faiths can be increased.

Inspection Judgement Recording Form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		X		
How well the curriculum and other activities meet the range of needs and interests of pupils		X		
How effective teaching and assessment are in meeting the full range of pupils' needs		X		
How well pupils make progress in their learning		X		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		X		
The behaviour of pupils		X		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		X		
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School details

Name of school	Chiltern Tutorial School		
DCSF number	850/6063		
Unique reference number	130310		
Type of school	Primary (specific learning difficulty)		
Status	Independent		
Date school opened	September 1995		
Age range of pupils	7-11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 19	Girls: 4	Total: 23
Number of pupils with a statement of special educational need	Boys: 5	Girls:	Total: 5
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£6300		
Address of school	Otterbourne Hall Cranbourne Drive Otterbourne Winchester Hampshire SO21 2ET		
Telephone number	01962 717696		
Email address	janegaudie@hotmail.com		
Headteacher	Mrs Jane Gaudie		
Proprietor	Mr Bruce Gaudie		
Reporting inspector	Elisabeth Linley HMI		
Dates of inspection	21–22 January 2009		