

# Muntham House School

## Inspection report

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<b>Unique Reference Number</b>	126154
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	360008
<b>Inspection dates</b>	12–13 October 2010
<b>Reporting inspector</b>	Stuart Charlton

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>	Community special
<b>Age range of pupils</b>	8–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Boys
<b>Number of pupils on the school roll</b>	54
Of which, number on roll in the sixth form	11
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Carol King
<b>Headteacher</b>	Richard Boyle
<b>Date of previous school inspection</b>	1 July 2008
<b>School address</b>	Barns Green Horsham RH13 0NJ
<b>Telephone number</b>	01403 730302
<b>Fax number</b>	01403 730510
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<b>Age group</b>	8–19
<b>Inspection dates</b>	12–13 October 2010
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**Boarding provision**

**Social care Unique Reference Number**

**Social care inspector**

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## Introduction

This inspection was carried out by two additional inspectors. All 10 class teachers were observed and 12 lessons were visited. The inspectors held discussions with the Chair of the Governing Body, the School Improvement Partner, staff and groups of students. The inspectors looked at the improvement plan, minutes of senior management and governing body meetings, a range of other documentation, planning and assessments of students' progress, as well as questionnaires returned by 16 parents and carers.

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

- The quality of management to determine that it has been sufficiently effective to maintain the quality seen at the last inspection, especially in the sixth form.
- The systems to monitor and evaluate the effectiveness of teaching and learning to ensure that all students make the progress of which they are capable.
- The curriculum to ensure that it provides the necessary balance between meeting students' needs and their entitlement to an appropriate mix of academic, vocational and work-related provision.
- The target-setting and tracking systems to check that they are rigorous and robust.
- The outcomes for students in relation to their personal development to determine these are sufficiently focused given their changing needs.

## Information about the school

Muntham House is a non-maintained residential and day school for boys aged 8 to 19 who have a statement of special educational needs for behavioural, emotional and social difficulties (BESD). All have additional needs, which are usually related to attention deficit hyperactivity disorders (ADHD), Aspergers Syndrome or Autistic Spectrum Conditions (ASC). The school operates specific learning accommodation for ASC students and primary-aged pupils. Recently, the range of needs has become more complex with a significant number of pupils who have mental health problems. Pupils and students are from a wide geographic area covering 16 local authorities and children's services. The overwhelming majority of pupils and students are White British. None speak English as an additional language. There are six looked after children. There is significant mobility with pupils and students entering and leaving throughout the school year. The school provides outreach support to partnership primary and secondary schools. The school was awarded specialist status for BESD in September 2008.

**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**

**1**

## Main findings

Muntham House provides an excellent education for its pupils and students. The care, guidance and support, which all staff provide, are of the highest quality, ensuring that pupils and students gain the personal, social and learning skills which prepare them extremely well for their future. Pupils make good progress in their learning in the main school and students made excellent progress in the Extended Education Unit (EEU), regardless of ethnicity, gender and special educational needs. There are rigorous and robust systems in place to set challenging targets and monitor pupils' progress. However, these are not always used to the best advantage to show how well the school is doing.

Teaching and learning are good and some excellent lessons were seen, particularly in general studies and mathematics. However, the school has correctly identified that, in a few lessons, teachers' planning for pupils with the most complex difficulties does not clearly enough identify their needs to ensure that learning support is tightly focused.

Safeguarding procedures are excellent and pupils indicate that they feel really safe and secure at Muntham House. Relationships between staff and pupils are exemplary and are a crucial factor in the school's success. Pupils thoroughly enjoy school and all say that lessons are fun. Behaviour is excellent and staff are very skilled in negotiating with individuals having difficulties, so that the learning of others is not disrupted. Attendance is high and the extensive opportunities for work-related learning enable pupils and students to very successfully develop their skills and experience. The curriculum in both the main school and in the EEU is extremely carefully tailored to match the needs of pupils and students. The BESD specialism is used very effectively to promote the development of the school's own pupils and those in other mainstream schools.

Parents and carers are actively involved in their children's learning. The school's work to help them to understand and meet their children's needs is of very high quality and they are extremely positive about its effectiveness.

The principal provides the vision, commitment and determination to lead the school forward. He is well supported by the senior leadership team and they have established highly effective teamwork between the teachers, support staff, administration staff and other professionals. Governors are highly involved in the life of the school and they provide very effective challenge, which ensures that the school is recognised as a leader in providing education for pupils and students with BESD. The audit of the school's contribution to community cohesion shows that links at local, national and international level are extremely robust. Those with Kenya and Uganda are exemplary. The track record of development since the last inspection, the innovative strategies that have been implemented and the systematic way in which developments are monitored and evaluated ensure that the school has excellent capacity to improve further.

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

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

- Improve teachers' planning to ensure that the learning of those with the most complex needs is extended to the full.
- Use its data about the progress of pupils more effectively to clearly demonstrate how well it is doing.

## Outcomes for individuals and groups of pupils

**1**

In the main school, all pupils, regardless of their needs, make excellent progress in their personal development and greatly enjoy learning. They make good progress in their academic subjects so that, by the end of Year 11, all gain a range of GCSE and Entry Level qualifications covering a wide range of academic and vocational subjects. There are several examples of pupils making excellent progress. For example, in a general studies lesson with Year 9 pupils, the teacher's planning clearly identified the pupils' needs and how the support assistants would be deployed to support individuals, with the result that pupils' learning was excellent. However, such progress is not consistent in every lesson. Pupils continue to make strong progress outside the school day due to the extremely good use of the care staff and the boarding provision to support them. Students in the Extended Education Unit, known in the school as the Bothy, make excellent progress in both their personal and academic development as a result of the exemplary provision for them. By the time they leave, all have gained higher qualifications which enable them to move successfully to the next stage of learning.

All aspects of pupils' spiritual, moral, social and cultural development are excellent. Through the school council, pupils are closely involved in helping to contribute towards the school community. A good example of this is the way in which the Year 11 pupils on each 'landing' act very effectively as mentors and advocates for younger pupils. All pupils are very willing to press their views on a range of issues and make very effective contributions to the wider community through fundraising. They show excellent understanding of the need for a healthy lifestyle and appreciate the importance of the wide opportunities for physical development and the benefits of the healthy meals. Through the focused development of their literacy, numeracy and information and communication technology (ICT) skills, as well as their personal skills, pupils have the confidence and knowledge which prepare them extremely well for the next stage of their education.

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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>

<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

## How effective is the provision?

Teachers and support staff work together very well as a team and have a seamless approach to behaviour management. Their relationships with pupils and students are excellent and enable everyone to make a crucial contribution to learning. Particularly effective teaching was observed in general studies, English, mathematics, design and technology, and ICT lessons. The development of the Engage Project is having a very positive effect on enabling staff to clearly identify the needs of pupils and plan how these will be met in lessons. In just a few lessons, planning does not use assessment data to take account of the full complexity of pupils' needs.

The curriculum is a strength of the school. It provides an extremely wide range of options so that there is an excellent balance between pupils' and students' needs and more practical and creative activities. It is very carefully tailored to the needs and aspirations of each pupil so that staff can develop individualised timetables and activities in each subject. The very wide range of sporting activities and other enrichment activities, such as visits to the theatre, museums and a local farm, add to pupils' enjoyment of school and link their learning to real-life experiences.

Staff make sure that all pupils, including those who arrive at different times, settle quickly and happily into school life. Transition arrangements for those moving into the school, and those who move to other schools and colleges, are excellent and contribute extremely well to reducing pupils' anxieties. The school's highly effective systems to monitor students'

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progress, even after they have left Muntham House, have been particularly important in the development of the unique provision post-16.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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>1</b>

## How effective are leadership and management?

The principal leads by example and gives a very clear sense of direction across the school. Consequently, everyone is clear about what needs to be done for the school to improve further and staff approach key developments very enthusiastically. The governing body is very active in promoting the school and its aims. It works tirelessly to ensure that the quality of provision is such that the school is recognised as a leader in the local and regional community. The school fully meets its commitments to the promotion of equality of opportunity for pupils with BESD and relentlessly campaigns to eliminate discrimination. The school's self-evaluation is accurate and as one member of staff said, 'Everyone associated with the school is committed to ensuring that only the best is good enough for Muntham House.' Through the monitoring of its provision, the school has recognised that in a few lessons teachers' planning is not sufficiently focused on the needs of pupils with the most complex difficulties. It has initiated a project it calls the 'Engage Project' to remedy this but, since it started only in September 2010, the initiative has not yet had sufficient impact on the quality of teaching and learning. Through the school's outreach consultancy, the expertise of the staff is used very effectively to support teachers and pupils in its partnership primary and secondary schools.

Safeguarding and child protection are high on everyone's agenda and fully meet national requirements and guidelines. The risk assessments are a particular strength, being thorough and detailed. There are excellent links at local, national and international level through which the school promotes community cohesion so that all pupils learn about life for those who live in other areas and other countries through first-hand experience.

Since the last inspection the school has improved its provision even though the complexity of pupils' needs has increased. The curriculum offer, especially at post-16, has been improved. A new sports centre has been completed and is being used extremely effectively to enhance the physical education programme for both its own pupils and those from partner schools. Building work to provide a base for a vocational construction course for the school and its partners is nearly complete. These developments put the school in a very strong position for the future.

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*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	2
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</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>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Sixth form

The provision for post-16 students is innovative. The school's promotion of students' personal development is greatly helped by each one having a place on a full-time college course. In school, each student's personal growth and self-esteem are supported through having their own bedroom with ensuite bathroom, as well as a shared common room and communal area. Students take full budgetary responsibility for buying and preparing their own meals, doing their laundry and getting themselves to college on time. The college placements are very carefully selected to meet the needs of individuals by offering the widest possible range of academic, vocational and work-related courses. This provision is rigorously and systematically monitored by the school to ensure it is of the very highest quality and that every student fulfils their potential. Consequently, progress is excellent and students are extremely well prepared for their future. Leadership and management are of the very highest order with excellent links with all partners in this highly effective provision.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>1</b>
Taking into account: Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

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## Boarding provision

The last social care inspection under the Care Standards Act 2000 was in March 2010, when the provision was judged to be outstanding. During this inspection the boarding provision was visited briefly to confirm that the standards were being maintained. The grade in this report is that awarded in March 2010.

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

*These are the grades for the boarding provision*

<b>The effectiveness of the boarding provision</b>	<b>1</b>
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## Views of parents and carers

Nearly a third of parents and carers returned the questionnaire. The views expressed have been supplemented by using information derived from the school's own surveys. Parents and carers are overwhelmingly positive in their view that Muntham House provides excellent education for pupils and students. As one said, 'My son's happiness and the fact he feels safe and well cared for has finally allowed him to get an education.' The inspection shows that such comments are well founded. The inspection team found no evidence to support the concerns expressed by a very small number of parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Muntham House 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 16 completed questionnaires by the end of the on-site inspection. In total, there are 54 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	6	38	7	44	3	19	0	0
The school keeps my child safe	9	56	7	44	0	0	0	0
My school informs me about my child's progress	8	50	8	50	2	13	0	0
My child is making enough progress at this school	6	38	8	50	0	0	0	0
The teaching is good at this school	8	50	8	50	0	0	0	0
The school helps me to support my child's learning	8	50	7	44	0	0	0	0
The school helps my child to have a healthy lifestyle	7	44	9	56	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)	10	63	5	0	0	0	0	0
The school meets my child's particular needs	10	63	5	1	0	0	0	0
The school deals effectively with unacceptable behaviour	10	63	5	0	0	0	0	0
The school takes account of my suggestions and concerns	6	38	10	0	0	0	0	0
The school is led and managed effectively	8	50	8	0	0	0	0	0
Overall, I am happy with my child's experience at this school	10	63	5	0	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.**



14 October 2010

Dear Pupils and Students

**Inspection of Muntham House School, Horsham RH13 0NJ**

Thank you for all the help you gave us when we inspected your school. We particularly enjoyed being able to talk to a good number of you. You told us very clearly that Muntham House School is 'brilliant' and that the principal is a 'top guy'. We agree with you that the school provides you with an excellent education through the extremely wide range of subject options available. In the main school this helps you to make good progress and gain GCSE and other qualifications. Along with the excellent development of your personal qualities, you are extremely well prepared for work or further education. The Bothy provision is excellent and gives older students unique opportunities to develop the confidence and self-esteem they need in their future lives. You told us that the small group sizes are a real help and that staff 'make us work hard but are very fair'.

To make things even better we want the school to ensure that in every lesson teachers plan how to support your learning, particularly those of you who have the most complex difficulties. The school has excellent information about your progress in lessons and in developing your personal and social skills. We want the staff to make better use of this data to show your parents and carers and the wider community how successful the school is.

I know that you will try your very best at all times to help the staff to make Muntham House even better.

Yours sincerely

Stuart Charlton

Lead inspector

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