

Muntham House School

Barns Green, Horsham , West Sussex, RH13 0NJ

Inspection dates 12–13 September 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2
Overall effectiveness of the residential experience		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students make good progress from their starting points and achieve well. By the time they leave, many have gained GCSE or other qualifications, including in English and mathematics, which match their levels of ability.
- Teaching is typically good and some is outstanding. Where teaching is most effective, students are challenged so that they work quickly and extend their skills.
- Post-16 provision is good. Students make good progress and are prepared well for the next stage of their lives through relevant courses and opportunities.
- Students' behaviour is good in classes and around the school, and in the good residential provision.
- Outcomes for residential students are good. Students enjoy, and are happy with, their residential experience. The school meets the national minimum standards for residential special schools.
- School leaders and managers closely check on the achievements of each individual and, when they notice that a student is struggling, they plan highly personalised learning programmes to help boost progress.
- Leaders, including governors, have secured improvements in both teaching and students' achievement.
- The school develops effective links with parents and carers through the Family Inclusion Team.

It is not yet an outstanding school because

- Occasionally, teachers do not provide work that is difficult enough for students and this slows their learning.
- Information on the school's performance is not always summarised well enough to make it easy to see what works well and what could be improved.
- Marking of students' work does not consistently provide high-quality feedback to help students understand what they need to do to improve.
- The school has not ensured all student funding to which it is entitled has been received.

Information about this inspection

- This was an integrated inspection with one social care inspector who judged the quality of the school’s residential provision. Joint working arrangements took place throughout between the inspection teams and the school staff. The findings of the residential inspection are included in this report.
- Inspectors observed parts of 14 lessons. Over two thirds of these were observed jointly with the senior leaders. Additional information was gathered from observations during informal times of the school day. Observations were made in the residential provision.
- Inspectors held meetings with students, staff, the Chair of the Governing Body and one other governor. The lead inspector held telephone conversations with three parents.
- The social care inspector met with staff including the headteacher, the head of care, and other care staff. She spent time with students in residence. A wide range of documents was scrutinised by all inspectors, including care plans, behaviour logs, students’ progress data, improvement planning and safeguarding documents.
- There were insufficient responses to the on-line questionnaire (Parent View). Inspectors took account of the school’s own analysis of parent surveys. Inspectors also considered the 16 responses to the staff questionnaire.

Inspection team

Sonja Joseph, Lead inspector

Additional Inspector

Clementina Aina

Additional Inspector

Liz Driver

Social Care Inspector

Full report

Information about this school

- All students have a statement of special educational needs for behavioural, emotional and social difficulties. Approximately one fifth of students have an autistic spectrum condition.
- Students enter the school at various starting points across all key stages. Student groupings vary in size from year to year
- All students are boys.
- The proportion of students from ethnic backgrounds other than White British is well below average.
- There are no students who speak English as an additional language currently.
- The proportion of students known to be eligible for the pupil premium is above average. The pupil premium is additional funding for those students who are known to be eligible for free school meals, those in local authority care and children from service families. This figure may vary year on year due to the varied starting points of students.
- The school accepts students from over 21 local authorities.
- There are currently no Year 6 pupils on roll.
- The majority of students use the school's residential provision on weekdays during the school terms. Each boarder has a personalised package of time and support in the residential provision.
- Some students attend courses at local colleges in information and communication technology, car maintenance, construction and electrical installation for part of the school timetable.
- A new headteacher and assistant headteacher were appointed in September 2013. The management team is led by a Principal, who has overall responsibility for the school and residential experience.
- There has been significant staff turnover since the previous inspection.
- The school has specialist special educational needs status for behavioural, emotional and social difficulties.
- The school does not currently receive Year 7 catch-up funding or primary physical education funding.

What does the school need to do to improve further?

- Move more teaching from good to outstanding by:
 - setting work that varies in difficulty so that all students are always given challenging work at the right level for their abilities
 - making sure students know and understand their targets
 - ensuring all marking gives students a clear understanding of what to do to improve their work.
- Strengthen leadership and management by:
 - summarising more clearly information collected on the effectiveness of the school's work so that it is easy to identify trends, strengths and where improvements need to be made
 - making sure that middle leaders have more opportunities to check on the quality of teaching

- and learning in their areas of work, so that they are fully aware of strengths and weaknesses and use this knowledge to make improvements
 - ensuring that school secures all additional income for students, such as Year 7 catch-up and primary physical education funding, as appropriate.
-

Inspection judgements

The achievement of pupils is good

- Nearly all students make at least good progress over time and some make outstanding progress in both English and mathematics. Some individual students make the equivalent of two years progress in literacy and mathematics in just over an academic year.
- In 2013, almost all students gained qualifications across a wide range of subjects, including in English and mathematics, and some at GCSE A* to G grades appropriate to their varied starting points. The increasing proportion of students gaining appropriate qualifications and work-related learning awards indicates a clear trend of improvement.
- Students' progress in mathematics is improved effectively across all subjects by the focus on practical activities, which encourages students to solve problems and use their understanding of numbers in real-life situations.
- In writing, students achieve well and develop their confidence in writing for different purposes and audiences, for example through describing particular traits of 'Superheroes' to their peers or when planning and designing furniture to sell.
- Students make significant strides in improving their reading because focused individual sessions help those who find reading most difficult to catch up quickly with their peers. As a result, many students make double the progress expected nationally.
- All groups of students, including residential students and those from different ethnic heritages, achieve equally well. Students on the autistic spectrum make similar good progress as other students because specialist teaching strategies and individual programmes reduce their levels of anxiety.
- All students achieve well in physical education because of the extensive range of sporting and leisure activities that the school offers. Participation in physical education is high because the school funds clothing and equipment to ensure all students can engage.
- Students eligible for the pupil premium achieve GCSE grades in English and mathematics above those of other students. Specific catch-up lessons in literacy, together with mathematics provision that matches students' needs, leads to the attainment of qualifications at the appropriate level. In Year 11, they achieve grades at GCSE one level grade above their classmates in English and mathematics. This reflects the school's commitment to equality of opportunity for all. No students are entered early for GCSE examinations.
- Students in the post-16 'Extended Education Unit' achieve well and leave with qualifications and accreditations that reflect their levels of academic ability. The 'Extended education Unit' prepares them well for moving on and almost all go on to further education, training or specialist provision.
- Residential students make excellent progress in their independent living skills. For example, they learn to cook meals with minimal adult help. They also learn to keep themselves safe and travel independently.
- On occasion, not all students make the best progress possible because work set by teachers is not always at the right level of difficulty, particularly for the most able, and marking does not always show students how well they are doing and what they need to do better.

The quality of teaching is good

- Teaching is good for all groups of students and is sometimes outstanding. The school's own evidence on the quality of teaching matches that gathered during the inspection.
- Where teaching is best, teachers plan conscientiously and have high expectations of what students can achieve as well as matching the requirements of the examination courses students follow.
- In such lessons, students are fully engaged because the teachers adapt the activities to meet individuals' learning needs and interests. This was particularly evident in an outstanding design and technology lesson, where students were enthusiastically working towards the individual tasks required for them to achieve a specific grade or the level above at GCSE, rather than simply a pass.
- Teachers' skilful questioning actively involves students in group discussion and develops their speaking and listening skills well. Students have the confidence to ask questions of their teachers because relationships are exceptionally positive. For example, in an excellent science lesson observed during the inspection a student made rapid progress in his use of subject specific language because questions challenged him very well to recall and use the correct terms.
- The teaching is good in the post-16 provision. The curriculum ensures students learn how to apply their basic skills appropriately. Adults provide very good support as students engage in taster career days and placements and interact with the wider community in their leisure pursuits and work experience.
- All the staff are adept in praising students' efforts and successes. Positive, warm relationships were evident at all times, even when students were being slightly defensive or occasionally unwilling to cooperate.
- In a few lessons, teachers either provide work which is too easy or the work set is repetitive and does not enthuse the students. As a result, their progress slows. Occasionally, teachers miss opportunities, both in lessons and when marking books, to emphasise students' individual targets and set out the next steps they need to take. Consequently, not all students are clear about what their targets are, or understand exactly what they need to do to improve their work.
- Consistency between the school's work and activities in the residential provision ensures that students use skills learnt in school during the evenings, such as managing money. This supports students' progress very effectively.

The behaviour and safety of pupils are good

- When students enter school, their experiences of previous schooling often mean that their attitudes to learning are negative.
- The school has used its specialist status well and high quality training, particularly in de-escalation, ensures all staff have a consistent approach across the school and residential provision. Teachers usually manage students' challenging behaviours well. Students with autistic spectrum conditions are seated so that they are not easily distracted.
- Almost all students behave well both in the classroom and around the school. During the inspection, students showed polite attitudes towards each other, staff and visitors; for example, they held doors open for the inspector without being prompted and were keen to engage in discussions about their learning.
- Behaviour is not yet outstanding because occasionally, when the work set is not at the right level of difficulty, students' attention can wander.
- Students show an appropriate awareness of what bullying is and the different forms it may take, including cyber-bullying and homophobia. While they say that it sometimes happens at school, they are also clear that staff deal quickly with any problems and that they feel safe.
- Students' independence and responsibility are well promoted throughout the school. Post-16

students enjoy the opportunities to demonstrate their independence through cooking meals, attending college and undertaking work placements. In the residential provision, students are encouraged to make their own beds, tidy up after themselves and attend to their own personal routines.

- Attendance has improved because students enjoy coming to school. The work of the Family Inclusion Team in supporting problems is having very positive results for both the school and families.

The leadership and management are good

- Senior leaders have high expectations and provide clear direction to the school's work. Despite significant staff turnover and long-term absence, the school has continued to ensure that achievement for all groups is at least good.
- The Principal, ably supported by the new headteacher, provides perceptive and highly effective leadership. Procedures for the performance management of teachers and the training offered to them are effective. There is no inadequate teaching and an increasing amount is consistently good and outstanding.
- All teachers have targets to improve students' achievement and reviews of teacher performance are linked to salary progression. Specialist training in the management of students' behaviour has clearly been beneficial.
- Occasionally, information on aspects of school performance is not summarised well enough to provide a clear, concise overview of trends, strengths and where improvements need to be made. As a result, teachers do not always set work at the right level of difficulty and this can slow students' progress.
- School leaders recognise that they have not accessed all student funding to which they may be entitled, for example the Year 7 catch-up funding and the primary physical education funding.
- Some middle leaders do not evaluate the strengths and weaknesses of teaching and learning in their areas of work frequently enough to decide what improvements can be made. As a result, their planning for improvement is not always clearly focused and does not help them to bring about rapid improvements within their areas of responsibility.
- Changes to the range of subjects and activities offered, across all key stages, have contributed to greater progress and raised attainment. The curriculum offers a good balance of academic, practical and vocational subjects and high-quality personal learning programmes.
- Opportunities for students to take part in exciting outdoor activities, residential trips and international trips encourage students to test themselves in supportive situations. These activities and opportunities promote students' spiritual, moral, social and cultural development exceptionally well. This ensures students are well prepared for further education or the world of work.
- Safeguarding arrangements are securely in place, both in the school and in the residential accommodation. The Family Inclusion Team works very closely with other agencies and with parents to ensure the well-being of those who might be at risk because of their learning difficulties or circumstances.
- The school has drawn very successfully on support for leadership, management, teaching and development from across-borough partnerships and external organisations, which have supported the school in evaluating effectively all aspects of its provision.

■ **The governance of the school:**

- The governing body provides effective challenge and support to school leaders from a position of sound knowledge about the school's performance and a range of relevant skills and expertise. Governors have a good variety of expertise and have accessed suitable training to

enable them to fulfil their role effectively. They visit regularly and know the school well. This enables them to keep fully abreast with all new developments. Governors monitor the school's performance management systems well. They have a good understanding of the need to base salary progression on performance and they are fully aware of how any underperformance is addressed. They set challenging targets for the headteacher and other staff to improve their performance. Governors have a good grasp of the school's information about students' progress. They monitor carefully how the pupil premium funds are used and the impact of this on students' achievement but have not checked carefully enough that the school receives all funding for students to which it is entitled.

Outcomes for boarders/Outcomes for residential pupils	are good
Quality of boarding provision and care/Quality of residential provision and care	is good
Boarders' safety/Residential pupils' safety	is good
Leadership and management of boarding provision/Leadership and management of the residential provision	are good

- Residential students feel they are part of a family and live in a warm, safe and homely environment. They form trusting relationships with staff as a result of sensitive key worker systems that ensure staff are consistent in following programmes of care which meet each student's individual needs.
- Students' general behaviour and social skills have improved well since coming to the residential school. They have caring attitudes and are supportive towards each other. Staff celebrate their achievements and reward appropriate behaviour. This builds the students' confidence, self-esteem and motivation to try new things and learning.
- Residential students enjoy a wide range of activities to broaden their life skills and social skills. Good provision is made for transition into adult life with a strong emphasis on integrating into the local community.
- The quality of pastoral support is a major strength of the school. There is a close working relationship between residential and teaching staff, which is important in supporting the progress of residential students. Parents report that the improvements they see in their children are sustained when they return home.
- The residential accommodation is fit for its purpose and of a very good standard. It is safe and very well maintained and results in residential students feeling warm and comfortable. It supports their learning and relaxation well.
- Residential students are happy at the setting and enjoy all it has to offer.
- Safeguarding procedures are robust with experienced senior members of staff taking the lead in the school for referrals and training. Residential students say they feel safe at the school and comfortable in voicing any concerns or worries.
- Procedures for recruitment, health and safety and fire safety are rigorously applied and contribute to the protection of students. Staff are well trained in matters relating to the safeguarding of students.
- Leadership and management in the residential setting are robust and effective in their delivery. Residential staff are suitably qualified, experienced and as a result deliver consistently good care that is sensitive to individual needs.
- There are good relationships with parents, placing authorities and the local community. There

are clear procedures in place for staff, students and families to raise concerns or complaints, which are taken seriously and managed effectively by all senior leaders.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

Boarding/Residential provision		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

School details

Unique reference number	126154
Social care unique reference number	SCO14636
Local authority	West Sussex
Inspection number	426647

This inspection of the school was carried out under section 5 of the Education Act 2005. The inspection of residential provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

Type of school	Special
School category	Non-maintained
Age range of pupils	8—19
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	48
Of which, number on roll in sixth form	13
Number of boarders on roll	42
Appropriate authority	The governing body
Chair	Carol King
Headteacher	Richard Boyle
Date of previous school inspection	12 October 2010
Telephone number	01403 730302
Fax number	01403 730510
Email address	principal@muntham.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

