

Muntham House School

Barns Green, Horsham, West Sussex, RH13 0NJ

Inspection dates 14–15 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Good	2
Overall effectiveness of the boarding experience		Adequate	3

Summary of key findings for parents and pupils

This is a good school

- Leaders, managers and governors have successfully maintained the good outcomes for pupils since the last inspection.
- Pupils get a second chance at this school and most of them value this and turn their lives around.
- Members of the governing body have worked hard to secure additional funding so that disadvantaged pupils now achieve equally as well as others.
- Pupils achieve well and make at least good progress in English and mathematics. They make very good progress in science and in design and technology.
- Pupils acquire accreditation by the time they leave Year 11. Pupils all go on to college, take on apprenticeships or attend the sixth form.
- Parents are pleased with their children's progress and would recommend the school to others.
- The wide range of therapies at the school contributes very well to pupils' personal development, their behaviour and social skills.
- The range of topics and subjects effectively matches the needs and abilities of pupils. As a result they work hard, enjoy school and make good progress.
- Pupils' spiritual, moral, social and cultural development is good. Through excellent assemblies pupils improve their confidence and self-esteem. This helps to prepare pupils very well for their futures.
- Behaviour improves rapidly once pupils start at the school, enabling them to quickly catch up with their learning.
- Pupils show how much they value the school by the exceptionally high levels of attendance.
- Teaching is good. Lessons are well planned to meet the individual needs of pupils.
- The overall effectiveness of the sixth form is good.

It is not yet an outstanding school because

- Outcomes for different groups of pupils are not regularly measured.
- Arrangements for checking the attendance of pupils while on work experience or at college are not thorough enough.
- The school must ensure that it meets 'the national minimum standards for boarding schools' which have not been met.

Information about this inspection

- This inspection was carried out jointly by education and social care inspectors.
- The inspectors observed pupils' learning in 13 lessons, many jointly with the senior leaders. The inspectors also listened to some pupils reading during their lessons.
- Inspectors visited the boarding provision and spoke to pupils and staff.
- The inspectors had lunch with pupils and spoke with several different groups.
- Meetings were held with the principal, the deputy principal, the head of care, other senior leaders, and three members of the governing body, including the chair.
- The inspectors observed the work of the school and the boarding provision and looked at a number of documents. These included the school's own information about pupils' progress, planning and monitoring documents, safeguarding information and pupils' work.
- The inspectors took account of parents' responses to a recent school questionnaire because there were too few responses to the Ofsted online survey (Parent View). The 25 responses to the staff inspection questionnaire were also considered.

Inspection team

Denise Morris, Lead inspector	Additional Inspector
Andrew Lyons	Additional Inspector
Angus Mackay	Social care inspector

Full report

Information about this school

- The school caters for pupils who are supported by a statement of special educational needs for their behavioural, emotional and social difficulties.
- There is boarding provision for 40 pupils.
- About a third of pupils also have a diagnosis of attention deficit hyperactivity disorder and/or autistic spectrum disorder.
- Almost all pupils are of White British heritage. A very few are from Pakistani or African backgrounds but no pupils speak English as an additional language.
- The proportion of pupils eligible for the pupil premium is above average. This is additional funding for pupils known to be eligible for free school meals and those children who are looked after.
- The school receives additional sports funding.
- Additional catch-up funding is provided for all pupils in Year 7.
- The nearby Chichester College, Central Sussex College and Northbrook College provide off-site training in vocational education for sixth form students for one day each week.
- The school enters some pupils in Year 10 early for their examinations.

What does the school need to do to improve further?

- Improve arrangements for checking the attendance of pupils while on work experience or at college.
- Measure outcomes for the different groups of pupils as well as for individuals to ensure that all groups make the best possible progress.
- The school must meet the following national minimum standards for boarding schools:
 - The governing body, trustees, partnership, or organisation responsible for carrying on the school arrange for one of their number, or representative who does not work at, or directly manage, the school, to visit once every half term: (NMS 20.1)
 - Most monitoring visits are carried out unannounced. They include checks on the school's records of attendance, complaints, sanctions, use of physical interventions, risk assessments, and where they exist, individual care plans for children; assessment of the physical condition of the building, furniture and equipment of the school; and opportunities for any child or member of staff who wishes to meet the visitor (in private if they wish) (NMS 20.2).
- Ensure that fire drills are carried out in the residence at least once each term (NMS 7.2).
- Complete the refurbishment of the residential bedrooms, in particular replace old or damaged furniture.
- Review and update policies and procedures and ensure that records are appropriately maintained, in particular for recruitment, and health and safety.

Inspection judgements

The leadership and management are good

- Strong leadership has resulted in a culture in which teaching is almost always good and improvements to pupils' behavioural, social and emotional difficulties are rapid.
- Governors know the school well and provide effective leadership through regular visits, learning walks and discussions with leaders. Staff are very supportive and are proud to be associated with the school. They know pupils very well and provide high quality support which enables pupils to quickly settle and achieve as well as they possibly can.
- The school has a rigorous training schedule for staff, closely linked to priorities. This ensures that pupils receive a good education so that their achievement in literacy and numeracy is good.
- Targets for teachers, linked to pupils' progress, are in place and increases in salary are based on whether teachers fully meet their targets.
- Pupils enjoy the range of subjects offered so that most quickly settle and start to improve their learning. Many have been out of education for long periods due to their learning difficulties.
- The school's effective strategies for managing pupils' behaviour ensure that they engage well in the activities and attend school regularly. Some exciting visits contribute well to pupils' academic achievements, their physical skills and their personal development. This includes their spiritual, moral, social and cultural development.
- Many of the opportunities provided by the school support British values and help to prepare pupils for life in modern Britain. This was evident as pupils talked eagerly about their vocational experiences in part-time jobs in places such as a local farm and a nearby supermarket. These opportunities help to improve their attitudes and awareness of safety.
- Leaders check pupils' individual achievements regularly to ensure that they all meet their expected targets. This enables any pupil falling behind to have additional support. As a result of this almost all pupils make at least the progress expected of them in English and mathematics and about half of all pupils exceed their expected progress. Pupils who are entered early for examinations achieve well.
- Middle leaders such as those who lead subjects work rigorously to help improve the school and provide good role models for other staff and pupils.
- Leaders ensure that individual pupils' achievements are accurately measured by moderating them with outcomes from a near-by school. Monitoring of achievement and behaviour for those who attend off-site provision is effective but leaders do not always monitor attendance of pupils who are at college or on work experience rigorously.
- Pupils from Year 8 onwards receive careers guidance and they undertake work experience from Year 9. Pupils find careers guidance helpful and they are eager and proud to take up opportunities.
- Leaders ensure equality of opportunity for all pupils at the school through daily assemblies and the wide range of activities offered by the curriculum. Good relationships are fostered. Learning about different faiths and cultures ensures that there is no discrimination.
- School data show that each pupil achieves well. Disadvantaged pupils benefit, like all others, from extra support, technological aids and therapies to support their needs.
- Parents who responded to the school's own parent questionnaire are very pleased with the school and say that their children are achieving well.
- Sports funding is used effectively to enable pupils to take part in matches against other schools and to try out different experiences and improve fitness. The small amount of Year 7 catch-up funding received is used successfully to provide additional support for these pupils.
- The school's safeguarding procedures meet current requirements and are effective. Staff are well trained in identifying pupils at risk of harm and systems to keep pupils safe are well followed. Risk assessments are carefully used for all external visits.
- **The governance of the school:**
 - Members of the governing body are supportive of the school and are regular visitors. They have the skills required to support the school and hold it to account and are effective in this. They fully understand about the quality of teaching and take an active part in managing the performance of staff. Governors know that pupils achieve well and that behaviour is improving. They are fully aware of the school's performance data and they compare it with other similar schools. Governors manage the school's finances well. They have worked diligently since the last inspection to obtain the additional funding that pupils are entitled to. This funding is now used effectively to ensure that it improves the learning of those pupils for whom it was intended so that they achieve as well as the other pupils.

Governors understand the procedures for setting targets for teachers and they use these to ensure that the best teachers are rewarded.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Records show that behaviour incidents and short-term exclusions have decreased since the last inspection. This is due to the introduction of a new tracking and recording system. As a result, both pupils and leaders can check pupils' behaviour daily, and provide support where necessary.
- Good behaviour can be clearly seen in lessons and around the school. School documentation is very thorough and there is clear information about actions taken so that these can be followed up.
- Pupils show positive attitudes towards staff and to their learning. This is because of effective approaches to behaviour management that are rigorously applied. It is also due to the school's rewards and sanctions policy which enables pupils to work towards trips and activities.
- Pupils told inspectors that they know about the different forms of bullying. They said that there is sometimes some bullying at the school but it is dealt with quickly by staff. They know who to go to and are confident that any issues will be sorted out.
- In response to the inspection questionnaires, school staff agree that pupils behave well. The majority of parents who completed the school's own questionnaire also agreed that behaviour is usually good.
- Pupils' personal development, including their spiritual, moral, social and cultural development, is promoted well through effective support and the daily assemblies. On arrival in the mornings, for example, pupils stand quietly as they offer praise to those who have won awards. They are respectful and encourage others by clapping.
- Pupils know right from wrong and welcome the balanced approach to a broadly Christian religious education which includes other world faiths.
- Pupils' attendance improves quickly once they start at the school. Despite poor past attendance in their previous schools, attendance at Muntham House School is well above other special and mainstream secondary schools nationally.
- The school prepares pupils well for their futures through their much improved achievements and behaviour, their qualifications and their confidence and self-esteem.
- Students in the sixth form behave well in lessons and in their college courses.
- Behaviour is not outstanding because some challenging behaviour in corridors occasionally impacts on the learning of others in nearby classrooms.

Safety

- The school's work to keep pupils safe and secure is good.
- There are clear policies and procedures to ensure the safety and welfare of pupils. These enable pupils to stay safe.
- Pupils have good understanding of risks and learn how to deal with them. For example, older pupils are taught how to travel to college independently. Pupils told inspectors that they are aware of internet safety.
- Safety skills are given a high priority at the school, ensuring that each pupil has full understanding of risk and knows how to deal with it.
- Sixth formers are safe and secure in their accommodation and at their alternative accommodation. They have a good awareness of their own personal safety.
- Detailed risk assessments make sure that any individual needs are fully planned for, both in school and when out on visits.
- The behaviour and safety of pupils attending alternative provision are effectively monitored. However, safety is not outstanding because leaders have not regularly monitored pupils' attendance at college or on work experience.

The quality of teaching is good

- Pupils make good progress in most subjects, including English and mathematics, because the impact of teaching over time is consistently good. This is due to high quality training and rigorous checks by leaders.
- Teaching is often for individual pupils. Expectations in lessons are high, ensuring that pupils deepen their knowledge. As a result they make good progress in literacy, numeracy and science.
- In the new primary class, for example, pupils in Years 3 to 6 receive excellent support which helps them to understand the work. Pupils are targeted to help them stay on task. Excellent guidance and strategies to engage pupils helped them to understand and write a play-script.
- Reading, writing and mathematics are taught well. All pupils receive additional support and often are taught individually. This helps them to access the work effectively and promotes good quality learning.
- Assessment of pupils' work is effective. A recent initiative to improve marking and feedback has involved collaboration by staff in writing a new policy. This is uniform across the school and now ensures that pupils' work is regularly checked and marked. Assessment is mainly through strong verbal discussions giving clear ideas for improvement. This is particularly a strength in English, mathematics and science.
- Pupils with additional needs benefit from daily support by teaching assistants. Therapies to improve their speaking and language skills, their behaviour and their confidence are very effective. As a result, these pupils make similarly good progress to their classmates. Some make even better progress.
- The management of pupils' sometimes challenging behaviour in lessons is good. A system for tracking different behaviours by each pupil enables teachers to check individual improvements on a daily basis.
- The most able pupils benefit from the strong subject knowledge of staff which ensures that they are challenged by the work set. As a result, they achieve well on their accredited courses.
- Teaching is not yet outstanding because occasionally teachers do not check that pupils are challenged to complete enough work in lessons so they make the best progress.

The achievement of pupils is good

- Pupils enter the school at various times throughout the year with many arriving part-way through different terms. Their attainment on entry is low, and often very low in English, due to past underachievement caused by absences, poor educational experiences and/or learning difficulties.
- During their initial term pupils benefit from a wide range of therapies to support their personal difficulties and encourage them to engage in learning. The vast majority then begin to catch up.
- Evidence from pupils' books and from the school's own data on individual progress shows that over time most pupils achieve well. Some achieve even better than this because of individual and very small group approaches which engage them very well.
- The quality of pupils' learning across Key Stages 3 and 4 is good because of the high levels of support, excellent therapies and high levels of attention.
- The Key Stage 2 class is new this academic year and several of the pupils arrived part way through the first term. These pupils have settled and are benefiting from extremely high levels of support to ensure that they make the best possible progress.
- The number of pupils in each year group is small and abilities vary from cohort to cohort. Nevertheless they achieve well from their individual starting points at the school, as shown by school data.
- All pupils who have left the school in the past two years have acquired at least one accredited qualification and all have found employment, apprenticeships or college courses.
- In the most recent examinations pupils in Year 11 attained particularly well in core science and in design and technology (resistant materials), acquiring higher grades than most pupils nationally. Achievement was good, despite published data not appearing to show this, because pupils had come from much lower starts than most pupils nationally to catch-up and acquire A* to G grades in their GCSE examinations.
- All groups of pupils, including those who receive additional funding, those who have additional sensory or physical difficulties or autistic spectrum disorders and those from different ethnic backgrounds, achieve equally well.
- Pupils with additional special educational needs receive individual help to enable them to work alongside their classmates. They make good progress because of the additional support and expertise provided for them. Pupils benefit from working individually with staff to improve their reading, writing and mathematics skills, and receive good support from the boarding staff for homework.
- The progress of disadvantaged pupils is similar to that of other pupils in the school.
- The most able pupils achieve particularly well in science. Those who take examinations early also achieve

well.

- Pupils' sports skills are improving because the additional funding has enabled the school to set up extra sports activities in the evenings.
- Sixth form students achieve well.
- Achievement is not outstanding because sometimes pupils' behavioural, social and emotional difficulties impact on their learning.

The sixth form provision

is good

- Leaders have an accurate view of the sixth form and ensure that students' progress is at least good. Several sixth formers join from other schools because of the good opportunities for supporting and helping students to succeed.
- Teaching is good. It is appropriate to age and abilities. Staff work hard to support students to their next goal. High quality support is provided for GCSE English literature examinations. Records showed that there are improvements in confidence for students due to employability skills training.
- There is a good match of students' needs to the courses that are provided. An effective tracking and assessment system has helped to improve the assessment of students' achievement.
- Relationships between students and staff are very good. Staff are rightly proud of their students and encourage them to do well. Students are well supported in lessons and in their free time. They know that there is always someone to talk to.
- The sixth form curriculum ensures that students have good opportunities to learn about the wider world. They learn to travel to college by themselves, catching buses and learning the skills that will serve them in the future. They have regular trips, for example, into the local area and wider afield.
- Achievement in English and mathematics is good because of the frequent teaching of these subjects. Students in the sixth form almost always go on to college or take up vocational opportunities. Some already have part-time jobs in local supermarkets and garages.
- Students' behaviour is good and they say that they enjoy their sixth form experience. They say that they feel safe when they are at college, travelling around or on their work placements. They show very strong awareness of personal risk and e-safety. They know how to manage these because they are discussed with staff.
- Leadership of the sixth form is good. The curriculum is very relevant and all students acquire some accreditation. Opportunities to learn about the wider world are very good. For example, students have opportunities to study for their driving theory test and start some practical driving, preparing them well for the future.
- Vocational opportunities help to improve students' confidence and self-esteem.
- The sixth form is not outstanding because just occasionally students' difficulties impact on their learning.

Outcomes for boarders	are good
Quality of boarding provision and care	is good
Boarders' safety	is adequate
Leadership and management of boarding provision	are adequate

Outcomes:

- Boarders say that they feel safe in the residential setting and enjoy their time there. They have good relationships with staff who help to keep them safe. One young person commented, 'This school is fantastic.'
- Boarders can explain their progress charts and know how they are progressing.
- Boarders make progress in self-image, emotions and relationships. Some make excellent progress in accountability and taking responsibility. Targets are set for those who underperform.
- Boarders have a strong voice. The student council sets the agenda and minutes the meetings. The members of the committee talk eloquently of the impact they have on the school.
- All boarders are engaged in developing self-help skills. Staff structure pupils' learning programmes through the Award Scheme Development and Accreditation Network (ASDAN), which enables young people to track their progress.

Quality of Care

- Relationships between boarders and staff are excellent. There is detailed understanding of each individual boarder's needs.
- A wide range of opportunities, appropriately and dynamically risk assessed, allow boarders to partake in challenging activities such as scuba diving.
- Activities focus on getting boarders involved in the local community, aiding them in developing their social skills and developing new relationships.
- Boarders actively engage in a school homework club which is jointly run by residential and school staff. This reinforces the close working relationship on shared targets.
- The school has 'healthy eating' status and produces meals which are healthy, nutritious and thoroughly enjoyed by the boarders.
- Boarders receive appropriate health care and develop an understanding of healthy living. Boarders make good progress in emotional and mental health due to the highly supportive therapeutic team.
- Residential accommodation is good with comfortable, well-furnished communal areas. Bedrooms are often personalised but bedroom furniture is worn and staff and governors have commenced a programme of refurbishment.

Boarders' Safety

- Boarders are safe in the boarding accommodation.
- There are some weaknesses in the maintenance of records and some policies require reviewing and updating.
- There has not been sufficient emphasis on carrying out regular fire drills in the residence.

Leadership and management

- Leaders and governors work hard to ensure that boarders enjoy their time at the school and provide a wide range of opportunities and experiences for all boarders.
- Leaders and governors visit regularly but they have not arranged for a representative to visit the school once every half-term to complete a written report on the provision.
- Leaders have not arranged enough unannounced visits to enable monitors to check records or be available to talk to staff or boarders.

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 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	447771

This inspection of the school was carried out under section 5 of the Education Act 2005. The inspection of boarding 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 boarding schools.

Type of school	Special
School category	Non-maintained
Age range of pupils	7–19
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	53
Of which, number on roll in sixth form	18
Number of boarders on roll	40
Appropriate authority	The governing body
Chair	Carol King
Headteacher	Richard Boyle
Date of previous school inspection	September 2013
Telephone number	01403 730302
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