



SCHOOL INSPECTION SERVICE

INSPECTION REPORT FOR CHARTERHOUSE SQUARE SCHOOL

DfE No: 201/6354

The key inspection judgements for this school are:

The quality of education	Outstanding	1
Pupils' personal development	Outstanding	1
Safeguarding pupils' welfare health and safety	Outstanding	1
Leadership, management and governance	Outstanding	1
Effectiveness of the Early Years' provision	Outstanding	1

Compliance with the Independent School Standards:

The school meets the regulatory requirements of schedule 1 of The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Compliance with the Equality Act 2010:

The school meets the requirements of the Equality Act.

Compliance with the requirements of the Early Years Foundation Stage:

The school meets the requirements of the Early Years Foundation Stage.

Date of inspection: 14-16 March 2016

SECTION A: SUMMARY OF MAIN FINDINGS

Charterhouse Square School provides an outstanding education for its pupils. The quality of education is outstanding as are pupils' learning and achievement. Teaching and assessment and the curriculum are also outstanding. There is a clear focus on promoting the academic achievement of pupils and the school does this exceptionally well. The school also gives its pupils a full and rounded education within which they have ample opportunities to take part in a very wide range of competitive and recreational sports and to develop their creative and musical talents. Pupils' spiritual, moral, social and cultural development is outstanding as is their personal development. The school promotes the welfare, health and safety of its pupils exceptionally well. The leadership, management and governance of the school are outstanding. They are highly effective, and ensure that all of the independent school standards are met. The effectiveness of the Early Years Foundation Stage is also outstanding, thereby enabling the youngest children to make excellent progress.

RECOMMENDATIONS FOR IMPROVEMENT:

Whilst not required by the regulations, the proprietor should:

- ensure that teachers' attendance at continuous professional development courses is recorded in the same excellent format as records of regulatory training.

SECTION B: INFORMATION

INFORMATION ABOUT THE INSPECTION:

This inspection was carried out by the School Inspection Service (SIS) in accordance with Section 109(1) and (2) of the Education and Skills Act 2008. It follows the inspection framework agreed by SIS and the Department for Education (DfE).

In reaching their judgements, the inspectors observed lessons throughout the school in a range of subjects. They examined samples of pupils' work. They observed the life of the school including at break and lunchtimes. They examined the school's documentation, records and website. They held discussions with pupils, staff and the chair of governors. They took account of the views of parents.

The inspectors were:

Reporting Inspector:	Mrs Christine Graham
Team inspectors:	Mrs Anne McConway Mr David Young

INFORMATION ABOUT THE SCHOOL:

Charterhouse Square School is a non-selective, co-educational day school for pupils aged 3 to 11. It is situated in the Barbican area of the City of London. It was founded in 1985. The school believes that a safe, happy and stimulating learning environment is fundamental to academic success. The school's aim is that every child will leave Charterhouse Square School with a love of learning, self-confidence and effective social skills which will ensure that they make the best of life's opportunities.

SECTION C: THE INSPECTION JUDGEMENTS

1. THE QUALITY OF EDUCATION

The quality of education provided by the school is outstanding.

Pupils' learning and achievement

Pupils' learning and achievement are outstanding. Work seen in pupils' books confirms that they achieve exceptionally well. All pupils, whatever their starting point, make good and often very good progress during their time in school. By the end of Year 2 pupils' achievement is well above that expected for their age in English and mathematics. This is because the work they are given in the Early Years Foundation Stage (EYFS) and in Years 1 and 2 is very well matched to their needs. The work is challenging and it helps pupils to develop a range of independent learning and organisational skills. The most able pupils in Year 2 write at length. They organise their writing in order to capture the interest of the reader and structure texts well providing coherent information. Pupils of all abilities develop these skills, some at a slightly slower pace than others but even then their achievement is well above that expected for their age. They read well and their mathematical skills are very well developed. Pupils continue to make good and usually outstanding progress as they move through the school because the teachers ensure that the work they are given challenges them appropriately. By the end of Year 6 their achievement is exceptionally high. The school uses a range of externally validated tests to check pupils' achievement. In the last academic year 71% of the pupils in Year 6 achieved a Level 6 in mathematics. Similarly high results were achieved in English. Pupils' speaking and listening skills are excellent. They know how to take turns when speaking, they explain their ideas clearly and their use of descriptive language is excellent. Pupils' have very effective independent learning skills. They are well organised and because they frequently discuss tasks with their peers they apply very effective strategies when solving problems or carrying out investigations.

The school believes that education should be fun and pupils have a wealth of opportunities to develop their sporting, artistic and other talents in lessons, in competitive and recreational sports and by their attendance at the huge range of school clubs. As a result of all that the school provides, pupils are enthusiastic, well informed and well-rounded individuals. They say that they know how well they are achieving because their teachers give them very good feedback and help them to succeed. The progress made by pupils identified as having special educational needs and/or disabilities (SEND) or those for whom English is an additional language (EAL) is also very good because they are very well supported. The school is highly successful in ensuring that pupils are accepted for their first choice of secondary school. Parents are very positive about the school with all parents saying that their children enjoy school and make good progress.

The quality of the curriculum

The curriculum is outstanding. It meets all the regulatory requirements and the school's aims. There is a very effective curriculum statement which is well supported by the school's policies, plans, resources and schemes of work. The curriculum is outlined on the website for parents and prospective parents. The

taught curriculum is very rich and includes four lessons of games each week, drama, music, modern foreign languages and dance. The curriculum is further enriched by a huge range of clubs and day and residential visits. Sport is a prominent feature of the curriculum. Opportunities to participate in competitive sports motivate pupils and teach them the very important life skills of co-operation, team spirit and fair play. The very well planned curriculum gives every child the chance to shine. The curriculum is cohesive and plans successfully for progression between each year group. It takes account of the transition between the Early Years and main school and it prepares pupils well for the next stage in their education. Curriculum planning ensures that all pupils are challenged and supported. The school's provision for pupils with (SEND) is outstanding. Pupils who experience difficulty with aspects of learning are identified very promptly and receive appropriate intervention and support. There are regular curriculum meetings for parents, usually at the start of the school year. During these meetings teachers explain what their children will be taught and the methods that will be used. This is particularly helpful in mathematics where parents are shown the range of strategies that pupils might apply when working out calculations.

The quality of teaching and assessment

The quality of teaching and assessment is always good and often outstanding. In the most effective lessons the pace of teaching is brisk. Teachers use a range of imaginative strategies, for example pupils' use of light sabres as pointing tools when working out calculations on a whiteboard, to engage pupils and develop their self-confidence. Lessons and the tasks that pupils are given are interesting and as a result all pupils show high levels of enthusiasm and enjoy their work. Pupils' independent learning skills are very well promoted in lessons. This develops their confidence and helps them to tackle work which they might have otherwise found daunting. They are given ample opportunities to solve problems and carry out investigations; this is a strength of the school. Pupils' learning is accelerated by the very effective marking, feedback and guidance they receive from their teachers. The staff demand a great deal of their pupils and pupils respond very positively to this. Teachers are highly evaluative and they reflect on their teaching after lessons in order to identify aspects that might be improved. Staff new to the school receive helpful mentoring and support. The systems to manage the performance of staff are very rigorous. Staff attend a range of courses which promote their professional development. The school does not always record attendance at professional development courses although it does have detailed records of attendance at statutory training courses. There are good links with the local authority (LA) and this means that teachers have the opportunity to meet with staff from other schools in the area. Teachers also have strong links with other schools in the Cognita group. This is particularly the case for the teachers of SEND who have formed a working group of staff from a number of schools who share ideas and resources which enhance the progress made by pupils. The school's systems to support pupils with SEND or EAL are very effective. There are two teachers of SEND and two SEND co-ordinators, they work well together for the benefit of pupils. The school does not employ supply teachers to cover teacher absence or lunchtime supervisors to care for pupils during social times and this is a strength of the school. Pupils are always taught or supervised by teachers that are known to them. The SEND teachers ensure that all staff are aware of the needs of pupils with SEND. This ensures

that every child in the school is very well supported. The sharing of information in this way exemplifies the exceptional care and support provided for pupils.

Assessment is very effective. The school uses a range of tests which provide a picture of pupils' actual attainment and the progress they have made from year-to-year. The school checks on pupils' progress rigorously and it keeps detailed records of all aspects of their development. Any lack of progress is identified immediately and a range of intervention strategies are put in place to help the child to catch up. The school uses a range of day-to-day assessment and pupils use non-verbal signs and symbols to show their understanding and confidence in lessons. Some pupils used thumbs up or thumbs down to show how confident they felt about the task they had completed, any pupils who were unsure were given extra support. Pupils' books are marked after every lesson. The school uses symbols and written comments to show pupils what they have achieved and what they must do to improve.

2. THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

Pupils' personal development is outstanding. The quality of pupils' spiritual, moral, social and cultural development is outstanding. The school has a warm and inclusive ethos which extends to all pupils and staff. This is strongly promoted by the headteacher and modelled for pupils by staff. As a result all pupils are valued and supported. Pupils learn to help their peers. The oldest pupils are 'buddies' to the youngest children. They form very positive relationships with their charges and staff report that these relationships endure long after the older child has left the school. Pupils' behaviour is very good. They are polite and thoughtful; this was exemplified when the oldest pupils were asked to give examples of things that made them grateful. Many pupils identified very simple things like having a house to live in and food to eat. They related this to the difficulties faced by asylum seekers or refugees and showed great empathy towards the difficulties of others. Pupils have a very good understanding of other cultures and religions, gained through the taught curriculum and a very good range of enrichment activities. Pupils value the diversity of the school community; this is celebrated by staff and gives pupils first-hand knowledge of other cultures and beliefs.

Older pupils have a good understanding of democracy, gained through work in class and or as school councillors. In 2015 older pupils completed a project on the general election and watched the election results come in with great interest. The school's position, in the heart of the city, provides pupils with an above average understanding of British history and public services and institutions in England. Pupils understand and embrace British values. There are field trips to places of interest in the city and residential visits to more rural areas. During the inspection pupils took part in Charterhouse Cup Week. They had opportunities to take part in a wide range of competitive sports. They enjoyed the teamwork involved and were as quick to celebrate the achievements of their friends as they were to celebrate their own success.

3. SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY

The school's provision for safeguarding pupils' welfare, health and safety is outstanding. All staff are aware of the importance of safeguarding pupils and they are highly vigilant. The culture and curriculum within the school support all aspects of the school's safeguarding procedures. All members of staff are trained to the required standard. Records of staff training are maintained meticulously and all required training is updated regularly. The headteacher ensures that any concerns about pupils' welfare, expressed by parents or staff, are addressed swiftly and appropriately. Senior leaders ensure that suitable advice is taken from relevant external agencies and confidential records of correspondence, actions and outcomes are comprehensive and clear. All members of staff are trained to understand the risks associated with extremism and radicalisation.

Incidents of poor behaviour or bullying are rare. Pupils are aware of the different forms of bullying, including cyber-bullying, and state that any concerns are dealt with appropriately. Pupils feel safe in school and enjoy trusting and respectful relationships with staff and with each other. They know who to speak to if they have any anxieties and are confident that their concerns will be resolved. Levels of staff supervision in school, and on any off-site activities, are high and excellent attention is given to pupils' safety.

Senior leaders have established exemplary arrangements for the safe recruitment of staff. All the required checks are completed and recorded systematically. Senior staff are appropriately trained in safer recruitment and work extremely well together to ensure that high standards are maintained in the appointment of staff.

The school has developed a comprehensive range of appropriate policies covering all aspects of health and safety. The requirements of these policies are implemented rigorously and monitored regularly to ensure the highest standards of safety throughout the school. The premises are maintained and decorated to an exceptional standard. Staff are trained regularly in fire safety, first aid and the assessment of risk. All aspects of premises and fire safety are checked regularly, thorough records are maintained, and swift action is taken to address any potential risks. The school keeps clear routine records, such as those for admissions, attendance and medical treatment, which are easily accessible.

4. LEADERSHIP, MANAGEMENT AND GOVERNANCE

The quality and effectiveness of leadership and management are outstanding. The vision for the school and the high expectations the school has for its pupils are shared and fully understood by the entire school community. This vision allows all pupils and staff to excel. School leaders model effective and appropriate ways of working and the care and concern they have for staff ensures that they attract and retain excellent teachers and support staff. The school is self-evaluative and the school development plan clearly targets priorities and checks on the outcomes of the school's actions. Arrangements to manage the performance of staff are rigorous and there are very good opportunities for

professional development. The school business manager is very effective and as a result of his attention to detail, pupils benefit from an excellent environment for learning. There is very effective leadership at all levels of the school. Curriculum leaders are very well informed about their subjects. They constantly evaluate outcomes for pupils and curriculum provision. This positive ethos together with the ambitious vision of school leaders ensures that the school meets its aims. The school meets the Independent School Standards for premises and accommodation, information to parents and handling complaints. A minority of parents felt that they did not receive enough information about their child's progress. Evidence seen during the inspection shows that parents have very good opportunities to attend meetings, both formally and informally, and that they receive very good written information.

Governance

The quality and effectiveness of governance is outstanding. The governance structure is very well developed with a secure system of accountability. An Assistant Director of Education, from the Cognita group, chairs the governance committee. She works closely with the school, monitors aspects of its work, checks compliance with statutory guidance and carries out the headteacher's performance management. She visits the school regularly and advises on both day-to-day matters and all aspects of its provision.

5. THE EFFECTIVENESS OF THE EARLY YEARS' PROVISION

The Early Years Provision is highly effective. All children, whatever their starting point, make outstanding progress in their learning and development. Leaders and managers have very high expectations for children's development and provide excellent care, nurturing and teaching. The needs of all children, including those with SEND and EAL are fully met. Children feel safe, secure and happy. Early Years' staff receive very good professional development, they attend courses organised by the LA and by Cognita. Arrangements to safeguard and protect children and to meet government expectations are excellent.

Teaching, learning and assessment are outstanding. Teachers know the children very well and relationships between children, parents and staff are excellent. The staff have consistently high expectations of what each child might achieve, including those that are most able. Children make rapid progress in the early years of school. Teachers' planning is very good and it is based on an excellent knowledge of the children's developmental and learning needs and evidence from day-to-day assessment. Communication with parents is very good, facilitated by parents' comments in the home school communication books. This day-to-day communication means that staff can act quickly to resolve any small or emerging difficulties. Parents know what their children are expected to achieve and how they can support their learning. Children benefit from an exciting curriculum which is well matched to their needs and stage of development. It actively promotes British values where relevant. Parents receive helpful information about how their children are progressing. Equality of opportunity and recognition of diversity are promoted effectively in all the

activities. The early years classrooms provide an exciting environment for learning. Children with SEND or EAL are very well supported.

The personal development, behaviour and welfare of children is outstanding. Parents appreciate the caring atmosphere, where children feel safe, secure and happy. The requirements for children's safeguarding and welfare are fully met and staff demonstrate a strong understanding of their shared responsibilities for protecting the children. Pupils are confident and enjoy their learning. In a charming performance seen during the inspection children shared with parents their knowledge of space. Through songs, dancing and storytelling they showed how much they had understood about the topic and how well they could memorise the words to songs and their own part in the performance. Their imagination soared as they were transported around the solar system. They thoroughly enjoyed sharing the performance with their parents. The children all participated with a confidence well above their years and this is typical of the response the children in the Early Years consistently make. The children feel safe and secure because their emotional needs are met and they know the staff well. They get on well with their peers and love being with their teachers and other staff. Healthy eating, good hygiene and the benefits of exercise are successfully promoted.

Children of all abilities make outstanding progress. By the end of the Early Years all the children meet and usually exceed the level of development that is typical for their age. They are very well prepared for their transition to Year 1..

SCHOOL DETAILS

Name of school:	Charterhouse Square School			
Address of school:	40 Charterhouse Square London EC1M 6EA			
Telephone number:	0207 600 3805			
Email address:	life@charterhousesquareschool.co.uk			
Web address	www.charterhousesquareschool.co.uk			
Proprietor	Cognita			
Person registered with DfE as proprietor under paragraph 20 of Part 4:	Chris Jansen			
Head Teacher:	Caroline Lloyd			
Early Years Manager	Amy Montgomery			
DfE Number	201/6354			
Type of school	Independent school			
Annual fees	£14,565.00 (5% sibling discount)			
Age range of pupils	3-11			
Gender of pupils	Co-educational			
Total number on roll	full-time	204	part-time	
Number of children in registered nursery	27			
Number of children under-5	Boys:	15	Girls:	12
Number of compulsory school age pupils	Boys:	88	Girls:	89
Number of post-compulsory pupils	Boys:	0	Girls:	0
Number of pupils with statements of special educational need	Boys:	0	Girls:	0
Number of pupils with English as an additional language	Boys:	0	Girls:	1
Type of inspection	Section 109(1) and (2) of the Education and Skills Act 2008			

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust, and members of the Steiner Waldorf Schools Fellowship or Cognita group. The report is available from the School Inspection Service website: www.schoolinspectionsservice.co.uk.