

Inspection of Cotswold Chine School

Box, Stroud, Gloucestershire GL6 9AG

Inspection dates: 4 to 6 March 2025

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Sixth-form provision

Outstanding

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Pupils enjoy school and trust that staff will help them. Many have had negative experiences of education in the past, including lengthy periods where they did not attend school at all. They quickly settle at Cotswold Chine School and begin to thrive. Pupils have very high attendance.

Warm relationships underpin the calm, friendly atmosphere. Pupils demonstrate the school's value of kindness in their interactions. They are empathetic and respectful towards their peers, encouraging those who are experiencing difficulties. Pupils learn without interruption because the curriculum is appropriate and staff know how to support them.

The school has high aspirations for what pupils can achieve. They build pupils' confidence in their ability to succeed academically and socially. Consequently, pupils try hard and persist when they find learning difficult.

Opportunities for wider development are extensive. Many pupils complete the Duke of Edinburgh's Award. Pupils are supported to develop their talents and interests. For instance, they learn a variety of new musical instruments and try a range of different sports. Competitive sporting opportunities give pupils a chance to shine and to recognise the capabilities of others. Every pupil has a rich set of experiences that help them to broaden their horizons and prepare them well for adulthood.

What does the school do well and what does it need to do better?

Pupils achieve well. They gain an extensive range of qualifications and accreditations that prepare them well for their next steps. Students in the sixth form follow a bespoke curriculum, often supplemented by regular work experience, which is well matched to their future aspirations and interests. Older pupils receive helpful information and guidance about careers and further education. This enables them to successfully maintain their education, training or employment after they leave the school.

The curriculum is broad and ambitious for all pupils. The school knows precisely what knowledge pupils need to acquire at each stage and in every subject. This matches the scope of the National Curriculum

All pupils have special educational needs and/or disabilities (SEND). The school ensures that it meets pupils' needs academically, socially and in preparing for adult life. Staff have the expertise they need to meet the needs of each individual pupil with precision, taking into account the needs of pupils, as set out in their Education and Health Care Plans. This means that pupils progress well through a curriculum that is well suited to their stage of learning.

Teachers have the subject expertise they need to explain new knowledge clearly. Lessons ensure that pupils re-visit previous learning so that they remember more

and build on what they know. Teachers check what pupils have learned. They identify and close gaps in knowledge. However, sometimes tasks are not well enough matched to what pupils know and can do, or to the ambition of the curriculum. When this is the case, teaching activities do not consistently enable pupils to learn as much as they could.

The school prioritises reading for learning and for pleasure. Pupils take on the role of reading ambassadors and share book recommendations with their peers. Pupils read widely and often. Those who most need to improve their reading, get plenty of practice, so that they can improve their confidence and fluency. Pupils who are at an early stage of reading get the extra help they need to catch up.

The way in which the school caters for pupils' wider development is exceptional. Topics such as maintaining healthy relationship and understanding consent are delivered sensitively, taking into account the needs of each pupil. The school's work to develop and support pupils' understanding of how to improve and maintain their physical and mental health is a particular strength. For instance, some pupils take part in a project which enables them to talk about their feelings while engaging in practical activities.

Pupils develop their sense of citizenship through participation in the pupil council and the many opportunities they have to volunteer at local events and organisations. For example, the school has built benches which are used by the local community. The café that the school runs is highly valued by local residents, as well as providing long-term work experience to pupils.

Leaders facilitate excellent communication between staff, in order to best support pupils. The training and support that staff receive means that they have the expertise they need to fulfil their roles. Communication with pupils' parents and carers is strong. Families are welcomed into school to celebrate what their child has achieved. The school enables pupils to take part in experiences that enhance childhood such as attending a formal celebration event to mark the end of Year 11.

The proprietor and governors have clear structures and processes that enable them to have a thorough understanding of the school. All parties involved in leading the school understand their roles and have the expertise they need to fulfil them. The school is held to account for the education that it provides. The vision for the school is deeply understood by all staff and decisions always take account of this.

The school complies with schedule 10 of the Equality Act 2010. Policies are up to date and reflect the latest statutory guidance. The school site is maintained to a high standard. There is plenty of space for physical activity, both in lessons and at social times.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

- Sometimes activities in lessons are not precisely matched to the intended curriculum or to pupils' starting points. When this is the case, pupils are not able to acquire new knowledge as securely as they could. The school and proprietor should ensure that teaching consistently enables all pupils to learn the curriculum effectively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	115802
DfE registration number	916/6040
Local authority	Gloucestershire
Inspection number	10342001
Type of school	Other independent special school
School category	Independent residential special school
Age range of pupils	7 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	54
Of which, number on roll in the sixth form	11
Number of part-time pupils	0
Proprietor	Novalis Trust
Chair	Jake Lukas
Headteacher	Hannah Dury
Annual fees (day pupils)	£115,713 to £120,510
Telephone number	01453837550
Website	https://cotswold-chine.org.uk
Email address	info@novalis-trust.org.uk
Dates of previous inspection	25 to 27 January 2022

Information about this school

- The main school premises are located on the edge of the village of Box, Gloucestershire, GL6 9AG. Students in the sixth form receive some of their education at William Morris School, Eastington, Stonehouse, Gloucestershire, GL10 3SH. William Morris School is part of the Novalis Trust.
- Most pupils have an education, health and care plan. The school caters for the following needs: Specific Learning Difficulties; Social, Emotional and Mental Health, Speech Language and Communication and Autism. All pupils are placed at the school by their respective local authority. Most pupils live in homes that are also managed by the trust. Some are day pupils.
- The school does not use alternative provision.
- The last standard inspection of the school took place in January 2022.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector met with a trustee and with staff from the proprietor body, Novalis Trust, including the chair.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the views of staff in Ofsted's online survey. Inspectors spoke to pupils and staff in meetings and around the school site.
- An inspector spoke to representatives of some local authorities and Virtual Schools who have pupils placed at the school.
- Inspectors carried out deep dives into these subjects: English, mathematics, creative arts and personal, social and health education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the reading curriculum.
- The lead inspector toured the school site to ascertain the safety of the school site.

- In the last academic year there have been no formal complaints made to the school.

Inspection team

Sarah Favager-Dalton, lead inspector

His Majesty's Inspector

Paula Marsh

Ofsted Inspector

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