

Davenport School

Independent school progress monitoring inspection report

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Reporting inspector	David Young

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005.

The inspection was conducted at the request of the Registration Authority for independent schools in order to monitor the progress the school has made in implementing its action plan following the previous inspection.

Information about the school

Davenport School is a special day school for pupils with emotional, behavioural and social difficulties which opened in 2000. It is one of two educational establishments within Ethelbert Children's Services. The company offers residential provision for young people and pupils. There are six pupils on roll, all of whom have a statement of special educational needs. Some pupils have experienced significant prior disruption to their education. All are looked after and funded by local authorities who refer them to the school. The school is registered to take pupils aged from seven to eleven years of age. Davenport School is located on the same site as a mainstream school, Newington Community Primary School in Ramsgate, where it has an agreement to access a range of facilities. The school was last inspected in March 2010. The school's main aims are 'to provide a relevant curriculum that encourages the pupils to achieve their academic potential and manage their own behaviour so that they can make a positive contribution to the community and return to mainstream education where possible'.

Context of the inspection

The last standard inspection of the school was in March 2010 when the school was judged to have failed five regulations. The school produced an action plan to address the regulatory failures; this was evaluated and approved in March 2011. A monitoring inspection was requested by the Department for Education, to be undertaken on 12 July 2011, to check the progress made by the school with the implementation of its action plan.

Summary of the progress made in implementing the action plan

At the time of the previous inspection, there was no coordinated plan for personal, social and health education (PSHE). The school stated in its action plan that the programme and policy would both be revised to reflect the improved daily activities planned into the curriculum.

Planning for PSHE is now set out on a termly basis with themes such as 'conflict resolution', 'personal hygiene', and 'change the world'. The timetable now accommodates daily explicit teaching of social skills, often using real-life skills arising

from daily life in school. A number of activities are provided through a theme of 'This is me'. Planning for the subject is now comprehensive and explicitly timetabled.

At the time of the previous inspection there were too few reading books at an appropriate level and too few resources to offer support where specific reading difficulties were identified. The school stated in its action plan that it would implement improved provision for literacy and numeracy by extending the range of reading and mathematics resources.

An extensive range of reading books, including a commercial primary school reading scheme, has been purchased. Each pupil now takes a book home each evening and a reading record is completed by carers at home. As a result, all pupils have made significant gains in their reading ages. There is a 'phonics session' on the timetable each day and, as a result, all pupils have made progress with consolidation of their reading strategies. This has resulted in pupils' engagement in the daily reading programme. In addition, a range of practical mathematics equipment has been purchased together with mathematics games and number cards. An interactive whiteboard is used extensively as a focus for teaching and learning. Planning for the teaching of literacy and mathematics is firmly based on National Curriculum requirements and is appropriate for the pupils being taught.

At the time of the previous inspection the use of assessment to inform planning was unsatisfactory. Learning objectives were too broad and lacking in precision. Teaching staff acknowledged that additional training in this area was required. The school stated in its action plan that a scheme of 'Assessment for learning' would be used to inform lesson planning and help pupils better understand how to improve their work. An assessment timetable was to be drawn up embracing all subjects.

Since the last inspection a new teacher has been appointed with significant experience of teaching and assessment practice in mainstream primary schools. As a result, the level of staff expertise has increased and teaching assistants are being trained on the job, to contribute to appropriate assessment of pupils' progress. An assessment timetable has been created which identifies which formal assessments will take place at fixed points across the year. Pupils' progress grids have been created to record progress across each subject for each pupil. Pupils are assessed using P levels and National Curriculum criteria and levels. Examples of evidence are kept in files for each individual pupil. A colour-coded scheme is used on grids to provide visual access to information about whether progress is advancing. As a result of the assessment processes, the individual needs of pupils are well known and learning is targeted for individual pupils.

At the time of the previous inspection the school's toilet facilities were inadequate for pupils and staff. In its action plan the school proposed to provide additional toilet facilities.

An additional toilet cubicle has been created, separating facilities for boys and girls. These arrangements are sufficient for the numbers of pupils for which the school is registered. Staff and visitors use separate toilet facilities in the adjacent junior school.

At the time of the previous inspection pupils' academic reports were written using a format which belonged to another of the proprietors' schools. Some of the reports focused too much on behaviour and provided insufficient information on pupils' knowledge, skills and understanding across the curriculum. The school, in its action plan, proposed to devise a new report template covering all the subjects studied in the school.

Reports are now prepared twice a year in a new format and sent home, in addition to annual reviews and reports involving various external agencies. An open day twice a year follows the reports. Reports are now derived from the content of planned learning and the associated assessment records for each pupil in each subject. They include progress levels and a statement of what has been achieved for each subject studied. A very visual approach is used to make reports accessible also to pupils.

Compliance with regulatory requirements

The school has made good progress and now meets all regulatory requirements.

School details

School status	Independent		
Type of school	Special day school for pupils with behavioural, emotional and social difficulties		
Date school opened	29 September 2000		
Age range of pupils	7–11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 5	Girls: 1	Total: 6
Number of pupils with a statement of special educational needs	Boys: 5	Girls: 1	Total: 6
Number of pupils who are looked after	Boys: 5	Girls: 1	Total: 6
Annual fees (day pupils)	£25,008 - £32,345		
Address of school	c/o Newington Junior School Princess Margaret Avenue Ramsgate Kent CT12 6HX		
Telephone number	01843 589018		
Email address	franklynbrown@ethelbert.net		
Headteacher	Franklyn Brown		
Proprietor	Ethelbert Children's Services		