

Small Haven School

Independent school standard 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 purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

Small Haven School, which opened in 2005, is an independent day special school located in Ramsgate in South Kent. The school caters for boys and girls who have social, emotional and behavioural difficulties. All the pupils have experienced disruption in their previous schooling with consequent poor educational progress and loss of self-esteem. Registered for 16 pupils between the ages of five and 16, the school currently provides education for 14 boys and one girl, between the ages of eight and 16. All the pupils have statements of special educational needs. Four pupils are looked after. The mission statement of the school is to 'provide a therapeutic, secure, caring environment in which to teach its pupils and prepare them for their return to mainstream education'. The school's last full inspection was in February 2009 and a progress monitoring inspection took place in February 2012.

Evaluation of the school

Small Haven provides a good education and is successful in achieving its aims. As a result of a good curriculum and teaching, pupils make good progress in their learning. Effective provision for pupils' personal development enables pupils, over time, to understand their emotions and develop strategies to improve their behaviour. Arrangements for pupils' welfare, health and safety, including their safeguarding, are outstanding. The school has made good progress since its last inspection and now meets all the regulatory requirements.

Quality of education

The curriculum is good and meets the needs of pupils across the full age range of the school. The staff are very aware of how pupils' emotional and social needs have disrupted their previous educational experience. In the light of this disruption they pay careful attention to the requirements of pupils' individual statements of special educational needs and to the findings of their initial assessment of pupils' attainment on entry to the school. In order to ensure that gaps in pupils' previous education and areas of weakness in their learning are addressed, the curriculum focuses well on the development of skills in literacy and numeracy. A good range of learning experiences across all subjects of the National Curriculum, including Spanish from Key Stage 2, is built around this core. The content and skills of the curriculum are derived from the

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

programmes of study of the National Curriculum and set out by individual teachers in medium-term plans and lesson plans. This results in appropriate planning for lessons. The greatest strength of the curriculum is in the way that teachers plan learning activities and tasks for each individual pupil in each lesson. Pupils talk enthusiastically about the off-site visits they have experienced, for example to the Wildwood Trust and to Kent Life Heritage Farm, to enhance their knowledge and understanding of subjects studied in class. Physical education is popular and imaginative use is made of the excellent outdoor facilities, for example, in the mini-Olympics tournament, which is currently engaging pupils effectively in a range of competitive sports. The core of National Curriculum subjects is extended for pupils in Key Stage 4 to ensure that their personal and social skills are developed in a way that prepares them well for the transition to employment or to further education. The pupils value the opportunities they have had for work experience at a car dealership and riding stables. In addition, they recognise the benefits they have gained from the school's residential visit to the New Forest earlier this year. They are reflective about their experiences and can articulate how they have learned skills for life and independent living through the responsibilities offered to them. The school has good relations with the local careers service and provides well for pupils' transition to life after school, for example, through attendance at open days in local colleges.

The quality of teaching and assessment is good. Teachers and learning support assistants work well together and share the responsibility for working with individuals and small groups of pupils. Lessons progress at a good pace and teachers have high expectations of pupils' involvement. Teachers' lesson plans include excellent identification of learning objectives and strategies to achieve these, personalised for each pupil in the class. Good questioning skills, demonstrated by many members of staff, enable pupils to think deeply and to develop their oral responses beyond the basic first reaction. Most pupils have difficulty with translating their growing knowledge into accurate written work. Teachers and support staff are patient and encouraging in helping pupils make small but meaningful steps in their writing. Training has already begun in the teaching of all aspects of literacy through a more focused approach to the use of phonics as part of the school's plans for development of this area. Pupils say that they enjoy coming to school and this is evident in their willingness, and often enthusiasm, to have a go at spoken, written and practical activities.

Teachers assess pupils' attainment well, using the level descriptors of the National Curriculum, with an emphasis on English, mathematics and science. Comprehensive records are maintained of data for individual pupils. This information is used, alongside the targets in pupils' individual education plans, to plan effectively for the next stage of learning in each subject. While the assessment process provides good information on what to plan for future activities, it is not displayed in a manner that enables staff to make a clear judgement about the extent of progress made by individuals or groups of pupils over time. Teachers are developing their expertise in the use of assessment to measure progress but do not have sufficient opportunities to work together to moderate and agree a common understanding of the standards being attained. Nevertheless, as a result of the good quality of teaching and the attention to individual needs, students make good progress in their learning. This is

particularly evident in the progress over time of those pupils who have been in the school for longer periods.

Spiritual, moral, social and cultural development of pupils

Provision for pupils' spiritual, moral, social and cultural development is good and is valued by them. Pupils are taught to be reflective about their behaviour and to develop strategies to manage their anger and frustration. As a result they are able to identify the important steps that they make in their personal development. Pupils are encouraged to take increasing responsibility for their work and for their behaviour as they progress through the school. At the same time, levels of supervision remain high, which is valued by pupils who comment that teachers really care and give them good support. They also value the points system and are keen to achieve their awards. Pupils' behaviour in lessons and around the school is good. Any occasional outbursts or evidence of frustration are managed effectively by the staff and as a result, learning is not interrupted. Attendance is high and there is virtually no unauthorised absence. Pupils demonstrate their positive attitudes through willing engagement in learning.

Pupils take turns in clearing up after daily 'tea and toast' and recognise their responsibility to contribute to small tasks throughout the day. They take part in events and activities to raise money for charities and they are looking forward to the school fete. Older pupils are taken on trips out of school where they can develop greater independence in managing their decisions and actions in the local community. There are some opportunities for pupils to learn about other lifestyles and cultures but this is not a strong feature of the curriculum. Students are taught about local services and their rights and responsibilities through their personal development programme and citizenship themes in personal, social and health education. There are some opportunities for pupils to contribute to the local, national and global communities, for example through the celebration of festivals or through links with other contrasting schools.

Welfare, health and safety of pupils

Provision for the welfare, health and safety of pupils is outstanding. The safeguarding of pupils is given the highest priority in the work of all staff. Comprehensive policies for behaviour, anti-bullying, fire and first aid set out the school's expectations for the contribution of proprietors, staff, pupils, parents and carers in all aspects of the school's work. Health and safety policies follow national guidance and all policies are reviewed regularly. Arrangements for the safe recruitment of staff are exemplary and implemented thoroughly. All staff receive regular training, ensuring that the school fulfils its obligations in respect of child protection, first aid, fire safety and risk assessments. Risk assessments for the oversight of health and safety on visits and on the premises, including fire safety, are implemented rigorously and all required records are maintained and reviewed.

Pupils understand how to behave in a safe and cooperative manner and all state that they feel safe in school. They can identify aspects of the curriculum, which have

helped them to understand how to live safe and healthy lives; these are applied well in their cooking lessons, which they thoroughly enjoy. Parents and carers, in their response to questionnaires, agree unanimously that their children are safe in school and that the school treats pupils fairly and with respect. The requirements of the Equality Act 2010 are met and the school is an exceptionally inclusive community.

Suitability of staff, supply staff and proprietors

The school has completed all the required checks on the suitability of staff and proprietors and records are maintained meticulously. Details of all the required checks are recorded in a single central register, which meets regulatory requirements.

Premises and accommodation at the school

The premises and accommodation provide an excellent environment for safe and effective learning. Recent extensions to the premises provide light and airy facilities for the administration of the school. Classrooms are of an appropriate size and continuous consideration is given to the allocation of rooms to teaching groups, taking appropriate account of group sizes and the social mix within each. Much of the outside play area has recently been refurbished to provide excellent facilities for play and recreation, including high quality provision for physical education and games; further external refurbishment has been commissioned in readiness for the new school year.

Provision of information

The school provides up-to-date and relevant information to parents and carers through its prospectus, website and regular newsletters. Parents and carers are made aware of their right to request copies of a variety of school policies. Regular information about pupils' progress is sent home, including an annual report on pupils' academic and personal development. Parents and carers, through their questionnaire responses, demonstrate strong support for the provision made by the school. One parent or carer, whose views are representative of others, wrote, 'Their communication and approachability are second to none. Since being at the school our son has progressed both academically and socially beyond our expectations.'

Manner in which complaints are to be handled

The school's procedures for the management of any complaints meet regulatory requirements.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development.

- Provide more opportunities for staff to work together to moderate standards of pupils' work and to develop greater consistency in assessment using National Curriculum levels.
- Record the data gained from the assessment of pupils' work in a manner which assists evaluation of the extent of their progress over time.
- Provide a greater range of opportunities for pupils to appreciate and contribute to communities beyond the school, from local to global.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	✓			
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School details

School status	Independent		
Type of school	Special day school		
Date school opened	April 2005		
Age range of pupils	5–16		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 14	Girls: 1	Total: 15
Number of pupils with a statement of special educational needs	Boys: 14	Girls: 1	Total: 15
Number of pupils who are looked after	Boys: 3	Girls: 1	Total: 4
Annual fees (day pupils)	£33,961		
Address of school	Small Haven School 146 Newington Road Ramsgate Kent CT12 6PT		
Telephone number	01843 597088		
Email address	enquiries@smallhavenschool.co.uk		
Headteacher	Donald Wilton		
Proprietor	Michael and Marissa Morgan		

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 July 2012

Dear Pupils

Inspection of Small Haven School, Ramsgate CT12 6PT

I am writing to thank you for your welcome when I visited your school recently. Your questionnaires, and conversations with many of you, told me a lot about how much you appreciate your school. The inspection judged that Small Haven is a good school. I was particularly pleased to see:

- your good behaviour and attitudes to your learning
- your enthusiasm and effort in team games in the playground, including your success in the 'mini-Olympics'
- that you feel safe and recognise that the staff care about and support you
- the good opportunities you have for trips and visits to places of interest, including the residential trip to the New Forest
- the success of older pupils in your work experience
- that you understand how the school helps you to improve your behaviour.

Your attendance is very good and helps you to make good progress. The staff are doing a really good job in teaching you so well and making sure you enjoy school. I have asked them to continue to check how well you are doing and to make sure that they know whether you are all making the progress of which you are capable. I have also asked them to include more opportunities for you to learn about people, including those overseas who live different lives to yours, and to help you to take part in activities in the local area. You can do your part by continuing to work hard to improve your written work. I would like to wish you all the best for the future.

Yours sincerely

David Young
Lead inspector